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ABSTRACT

This book contains descriptions of secondary school physical education programs. The programs described fall into the following categories: (1) career/leadership programs, (2) contract/individualized instruction programs, (3) elective physical education programs, (4) motivational programs, (5) outdoor/environmental programs, (6) recreational/lifetime activities programs, and (7) teacher aid programs. Each description contains the name of the person submitting the program description, the name of the school, a summary and an outline of the program, a program description, conditions specific to the program, an evaluation, and specific comments. Some of the program topics include careers in physical education; physical education and recreation leadership training; modern dance; cycling; the physical, emotional, and legal aspects of pregnancy and child care; and self defense. (RC)

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Innovative Programs from Project Idea--
A Continuing service program of the
NASPE Secondary School Physical
Education Council

Edited by Patricia E. Barry

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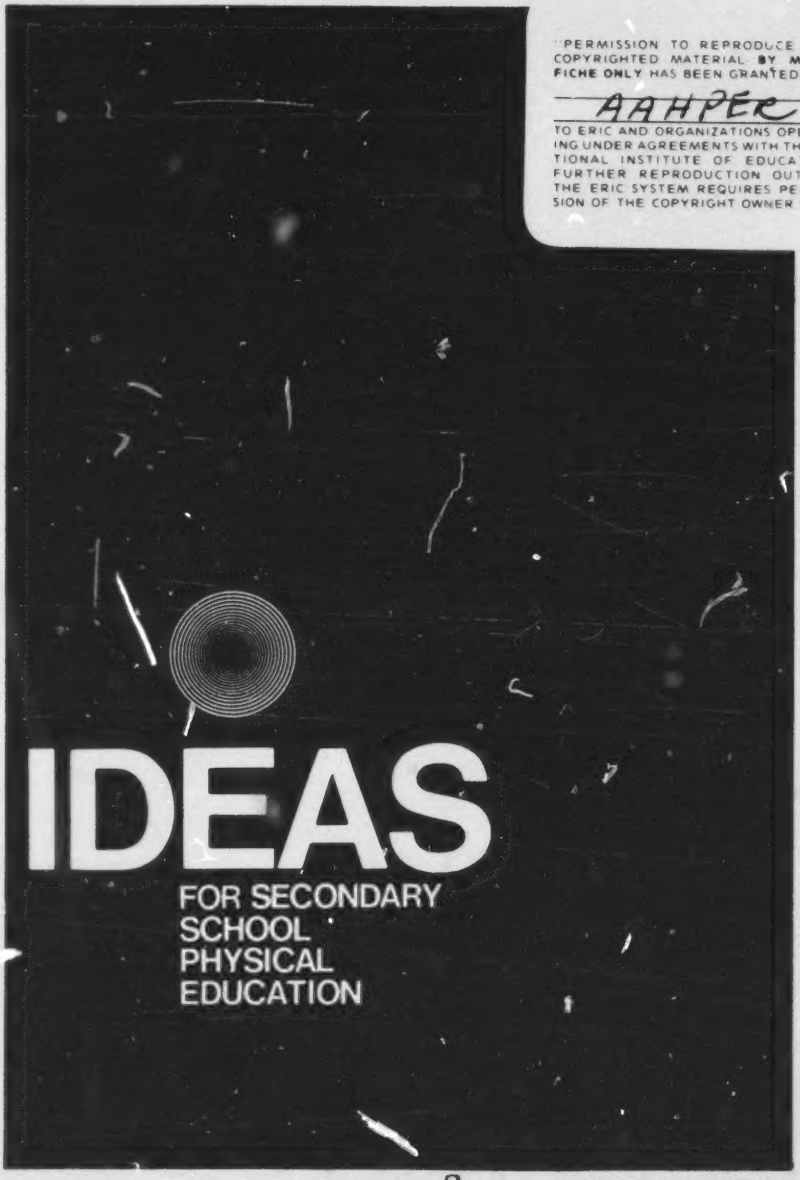

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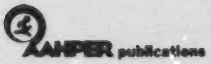

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PREFACE

The term *innovative program* connotes divergent thoughts. To an administrator it may mean more money; to a teacher, more work; to a student, something new. An innovative program may be none or all of these. A new and innovative project in a small town in Minnesota today may have been established in Idaho 10 years ago. What is important is that program changes do take place in keeping with available facilities and staffing, student interests and needs, and administrative and community philosophy. These changes are called innovative programs in today's educational world.

This publication in no way intends to identify the most outstanding secondary school physical education programs throughout the country. For each program described in this book, there are many more outstanding programs not mentioned. Geographic location, size of school, size of community, age group and type of program were just a few criteria used in the selection of programs to be included.

Curriculum areas of current interest at recent conventions and in professional publications have been represented. Some areas include: coeducational programs, contracts, career directed and leadership programs, individualized instruction, outdoor education, performance objectives, self-defense and many others.

If *Ideas for Secondary School Physical Education* cultivates ideas for the development of other new programs, the primary objective of the National Association for Sport and Physical Education will have been met.

ACKNOWLEDGEMENTS

Ideas for Secondary School Physical Education is an outgrowth of Project IDEA, a NASPE Secondary School Council program directed by Elizabeth Arnold of Bangor High School, Bangor, Maine. Her identifications of innovative physical education programs were used as a point of reference for this publication.

Ideas for Secondary School Physical Education is a project of the Secondary School Physical Education Executive Committee of the National Association of Sport and Physical Education of AAHPER. The editing of the publication was cosponsored with Montgomery County Public Schools, Rockville, Maryland.

A special appreciation is extended to the hundreds of persons contributing to Project IDEA and to those who submitted programs.

CAREER/LEADERSHIP PROGRAMS

RECREATIONAL LEADERSHIP

Submitted by: Patricia Barry

School: Wheaton High School, Dalewood Drive, Wheaton, MD 20906

Summary

The elective semester program is designed to give students an overview of the broad field of recreation and to explore career opportunities.

Numerous guest speakers, field trips and field exposures bring recreational experiences to the students.

Outline

I. Introduction to recreation
   A. Private clubs, camps, corporation travel
   B. Public parks, municipal recreation, camping
   C. Parochial—youth, adult, family

II. Educational preparation
   A. Volunteer experience
   B. Part-time employment (on the job expenses)
   C. Associate of Arts program
   D. Bachelor's Degree program

III. Activities (various age groups)
   A. Physical—games and sports
   B. Arts and crafts

C. Music–dance
D. Program planning

IV. Outdoor education

A. Orientation to Montgomery County Public School 6th grade outdoor education program
B. Counselor training program
1. On site
2. Local school preparation
C. One week student counselor experience at Outdoor Education Center

V. Field trips

A. Regional park
B. Community centers
C. Special programs

VI. Student directed activities

A. Tournaments
B. Arts and crafts
C. Hiking
D. Cookout–picnics
E. Programs for outside groups (nursery school to senior citizen)
F. Swimming
G. Inactive recreational schedules
H. Field trips (bowling, golf, etc.)
I. Service projects
J. Sports activities (team and individual)

VII. Guest speakers

A. Recreation department
1. Aquatics
2. Sports program
3. Community school
4. Dramatics
5. Arts and crafts
6. General programing
B. College professor–(recreation)
C. Outdoor education
D. Public park manager
E. Orienteering
F. College students
1. Skill clinics
2. Tournaments
3. Interviewing–job application
4. Program planning

VIII. Miscellaneous

A. Leadership qualities
B. Orienteering

C. Local job opportunities
D. Evaluation

Description

The two main objectives of this course are providing students with information concerning all areas of recreation and providing them the actual opportunity to participate in a variety of recreational programs.

A great deal of community interaction, administrative and faculty support of the program are necessary to implement the wide variety of guest speakers and field trips.

Basically the first six weeks of the semester are planned by the instructor, the next six by the students and instructor and the final six weeks by the students.

Emphasis is placed on participation of all students in all aspects of the recreational leadership class activities.

The program is organized so that no more than three days a week are devoted to either lecture or activity sessions.

Conditions Specific to Program

There are no conditions necessary for the development of this program that are not otherwise present in a traditional program.

Administrative support and a staff member with a recreational and/or camping background are assets.

Evaluation

Reaction to planned programs is received from the community. There is evaluation from principals of student counselors in outdoor education program.

There is frequent class evaluation of presentations, field trips, etc.

INTRODUCTION TO CAREERS IN PHYSICAL EDUCATION

Submitted by: Ruth E. Koenigsberg

School: Woodward High School, Rockville, MD 20852

Summary

The Careers in Physical Education Program is part of a school-wide seminar program. Seminars are no-credit, no-grade courses. Students meet every other day with faculty sponsor and work independently on alternate days.

This program offers background, practice and experience in many potential career or avocational areas of physical education, especially officiating, coaching and elementary school physical education.

Outline

I. Overview

II. Officiating
- A. Rules
- B. Techniques
- C. Application and practice

III. Coaching
- A. Organization of total program
- B. Designing practices
- C. Game coaching
- D. Season evaluation

IV. Elementary physical education
- A. Development of elementary school child
- B. Games of low organization
- C. Basic skills
- D. Lead-up games
- E. Internship

V. Other areas
- A. Athletic training
- B. Recreation programs
- C. As requested by students

Description

General program involves an overview of each skill area (officiating, coaching and elementary physical education) and establishment of specific goals by

students and teacher. Class meetings are in seminar room with application phases carried out in conjunction with physical education classes held during the same period.

In as many cases as possible, attempts are made to practice skills in non-school situation, i.e., officiating for junior highs, coaching community athletic teams.

Arrangements are made by teacher for students to serve as teacher aides in neighboring elementary schools. Students meet at school to discuss activities on alternate days.

As many outside people as possible are brought in as consultants, especially OSA rated officials. Trips may be arranged to visit programs of interest.

Conditions Specific to Program

There is no requirement for any facility, equipment or materials not available to most secondary programs.

The school seminar program is not a requisite to this particular program.

Evaluation

Strong support is needed for elementary school serving as lab school.

The program serves very well on an overview basis and as an introduction.

It might well develop into several semester courses with more depth.

Some difficulties might arise with a coed group in selecting officiating areas.

SELECTION OF SKILLED STUDENTS AS STUDENT LEADERS

Submitted by: A. E. Bohrer, Chairman
Boys P.E. Department

School: Cary Grove High School, Cary, IL 60013

Summary

The purpose of the program is to select boys as student leaders in the physical education program. Boys are chosen according to specified criteria by a selection committee. The boys serve as aides in physical education class by setting up and bringing in equipment, calling roll, officiating, communicating student interest and problems to the instructor, and other miscellaneous duties. They are distinguished from classmates by a special T-shirt for indoor activities and a special jacket for outdoor activities.

Description

The leaders are selected during the first week of each semester to serve for that semester. These student leaders serve each day for a particular physical education class for the semester in question. They work wherever the physical education class is meeting. No assignment of a student leader to a class is made unless both the student and teacher agree to it.

The boys are selected as follows:

1. The boy must be an athlete and have earned a major letter.
2. He must be definitely interested in serving as a student leader.
3. The final selection is made by a committee consisting of the chairman of the Boys Physical Education Department, the physical education instructor in question and the head coach of the boy's letter sport.

The boys serve in the following capacities:

1. Setting up and bringing in the equipment
2. Roll call
3. Warm-up exercises
4. Officiating when team play is involved
5. Serving as assistant instructor at an assigned station
6. Consultation on student interests and problems
7. Serving as assistant in measuring student skills

Identification:

1. Special T-shirt for inside units
2. Special jacket for outside units

Conditions Specific to Program

Need to purchase T-shirts, jacket, whistles and clipboards for assistants.

Evaluation

1. The Student Leaders program is discussed at least once each school year in a departmental meeting.
2. The teacher has a short weekly conference with each leader.
3. The department chairman meets with the leader and/or teacher as the situation warrants.

The basic idea is sound—the program succeeds according to how good a leader we obtain and how well the teacher handles the leader.

The selection must be critical—one must avoid using the leader as a general "flunkie." Constant guidance must be given to the leader.

PHYSICAL EDUCATION AND RECREATION LEADERSHIP TRAINING

Submitted by: Lynda Slyder

School: Overlea Senior High School, 5401 Kenwood Avenue, Baltimore, MD 21206

Summary

I. Objectives

A. Provide advance leadership training opportunities
B. Provide more extensive opportunities for experience with the teaching methods employed in physical education
C. Provide the opportunity to assume in greater depth many of the daily practical responsibilities of a physical education teacher and to thereby gain valuable insight into the nature of the professions
D. Provide opportunity for a more comprehensive overview of the opportunities available in the physical education and recreation professions

II. Opportunities related to actual teaching

As a leader assigned to a regularly scheduled physical education class, the student will be given more extensive experiences of:

A. Learning and implementing a variety of methods of class organization including methods of recording class attendance and dividing the class into squads or groups
B. Leading the class in a variety of appropriate warm-up exercises.
C. Demonstrating a variety of skills to individuals, groups and the entire class
D. Working with students both individually and in groups in skill development
E. Planning, organizing and implementing selected skill drills and skills tests
F. Officiating a variety of activities

III. Opportunities related to non-teaching activities

During the periods when the student is not assigned to a regularly scheduled physical education class, the following experiences will be provided:

A. Use of research materials related to the various activities being taught
B. Instruction and practical experiences in care and repair of equipment
C. Instruction in various aspects of test development and evaluation
D. Instruction in progressive lesson plan development beginning with small segments of a lesson and gradually working toward the development of an entire lesson.

Description

This course is an elective for students in grade 12 and is designed to provide the opportunity to explore in depth the leadership and organizational skills necessary for a future career in physical education and/or recreation. Provision is made for practical experiences geared toward a more comprehensive understanding of the many areas of physical education and recreation.

Three periods per week the student is assigned as a leader for a regular physical education class. Two periods per week the student receives instruction in care and repair of equipment, studying materials relating to specific activities, planning skill drills and evaluating test results.

Conditions Specific to Program

No additional staff is needed for this course. It is desirable to have some unassigned time provided to the teacher-coordinator for the instruction of nonteaching activities given to each student.

Some special equipment for repair work is desirable. No other special funding is necessary.

Speakers from the physical education and recreation professions are invited to talk to the students about career opportunities.

Additional opportunities may be provided in the intramural and interscholastic programs for students interested in officiating.

Evaluation

This program has provided the students an opportunity to react to actual experiences in physical education and recreation.

To be effective most of the activities must be teacher-directed with continuous supervision and assistance.

CONTRACT/INDIVIDUALIZED INSTRUCTION PROGRAMS

INDIVIDUALLY GUIDED EDUCATION

Submitted by: Judy Juelich and Shirley Eliason

School: Parkview Junior High, 701 W County Road B, Roseville, MN 55113

Summary

Individually Guided Education (IGE) curriculum for several physical education units has been written. These units include apparatus, archery, tumbling, track and field, recreational sport—table tennis, badminton, bowling, shuffleboard, and aerial darts—free exercise, basketball and volleyball. It has been found that individual sports lend themselves to the IGE method more than team sports.

Students are more easily motivated because they move at their own rate, and except for a review, do not have to repeat the skills they have learned previously. The units are progressive in that the student begins where she left off the year before.

These units are unique in that the student is not left completely on her own. The teacher is always there to help, encourage and interpret for the student. There are loop films, charts and books available for student use. The students who are able to progress by themselves work on their own or help other students. This frees the teacher to work with those students who need the most help. No longer do we have to teach to the "average" student and, consequently, hold back the more skilled and frustrate those of lower skill ability. Each student progresses to her own level of accomplishment.

Outline

The program is individualized units. Each unit includes:

I. Performance objective
II. Explanation
III. Activities
IV. Test

Description

As a 7th grader, each student begins with Objective I. In some units, as in apparatus and tumbling, a minimum of one objective per unit has been set; however, most students go beyond this minimum. The student must do the objectives in the order they are listed because in some units, like archery, one objective builds on the preceding one while in others, like apparatus or tumbling, the skills are listed in order of difficulty.

To achieve an objective the student:

1. reads the objective to learn what is expected of her
2. notes the skills for the objective
3. reads the directions and activities which give her the means to accomplish the objective
4. works on the skills using teacher/student help, loop films or books
5. goes to the teacher to be tested
6. passes onto the next objective or, if she has not obtained sufficient skill level, receives further instruction and remains on the objective. She will have to correct her errors and is tested again when she has achieved sufficient skill level.

Conditions Specific to Program

The individualized units were written by the girls' physical education staff with federal funds from Title III. Traditional scheduling and facilities are sufficient for this program.

Evaluation

Strengths

1. Student works at own rate.
2. Continuity—student begins where she left off the year before.
3. Teacher is free to help those who really need help.
4. Teacher gets to know students as individuals.

Weaknesses

1. It is sometimes difficult for teacher to see each student in a class period.
2. If student chooses to waste time, she has a good chance to do so.
3. It would be almost impossible to use with a large class (over 30).

INDIVIDUALIZED INSTRUCTION (FITNESS, GYMNASTICS, TRACK)

School: Eisenhower Middle School, 3525 Creek Road, Rockford, IL 61107

Summary

An attempt has been made at Eisenhower Middle School to make physical education an individualized activity in fitness programs, gymnastic activities and track and field. Students progress at their own rate and measure their own achievements through the use of individual activity cards in gymnastics and track and field. Skills listed on cards are taught in class and are available for viewing on loop films. Students work individually to improve skills or learn new skill on their own.

In the fitness program, a pre-test is given to determine students' initial fitness levels and as guidelines for exercise selection. Selected exercises are performed each day as students work to improve their fitness levels. Progress is measured by a post-test, after which fitness awards are given.

Outline

Individualized Instructions

I. Fitness—Individual fitness chart
   - A. Pre-test—Determine present fitness level
   - B. Individual exercise prescription
   - C. Exercises incorporated into daily fitness sessions
   - D. Post-test

II. Gymnastics
   - A. Skill charts distributed to each student
   - B. Skills presented by instruction, loop films
   - C. Instructors check off skills for students as each progresses at his/her own rate

III. Track and field
   - A. Chart of skills with graded performance requirements
   - B. Students alculate own grades

Description

To develop fitness and physical skills on an individual basis, skill and performance charts are used in teaching fitness, gymnastics and track and field.

To bring fitness to each boy on a one-to-one student-teacher ratio an individualized fitness chart is used. The chart lists eight activities and five possible

achievement scores: Presidential Award, Physically Fit, Good, Satisfactory, Poor. A pre-test is given to determine the initial level of fitness and to prescribe exercises that are performed daily during a session of fitness exercise. A second test is given at the end of the year to measure progress and present fitness awards. The individual charts are kept by each boy through sixth, seventh and eighth grades and are sent with the boys to their respective high schools.

To individualize gymnastics, a skills chart was made for each activity: floor exercise, side horse, parallel bars, rings, trampoline, and horizontal bar. Half the skills are taught in seventh grade and the remaining skills in eighth grade. Each boy is checked off individually as he masters new skill and is therefore permitted to progress at his own rate. Loop films are available to introduce skills and as reference materials for the students as they learn new skills.

In track and field, performance times and distance for seven events (110-yard L.H., 100 dash, 440, long jump, high jump, shot, discus) have been listed and graded on cards. Boys performing each event earn the graded score for their performance in that event. At the end of the unit the boys calculate their final grade for the unit.

Evaluation

Strengths

1. Program allows individualized approach to teaching large number of students.

Note: See pages 91, 92 and 93 for Eisenhower Track & Field Grade Card, Gymnastics Chart and Fitness Chart.

TOWARD INDIVIDUALIZED INSTRUCTION: A RECIPROCAL TEACHER TRAINEE-PUPIL CONTRACTING PROJECT

Submitted by: Dr. Vincent Melograno, Cleveland State University
Mr. Neil Sharp, Forest Park Junior High

School: Forest Park Junior High School, 27000 Elinore Avenue
Euclid, OH 44132

Summary

Professional teacher training programs and schools have not responded to the need for: (1) relevance during pre-service teacher training and (2) individualized instructional programs. "Toward Individualized Instruction" is a school-university partnership project designed for training physical educators to meet these needs. Physical education majors from Cleveland State University, Ohio (two per cooperating school teacher) student teach at Euclid Forest Park Junior High School following extended field experiences and systematically develop both individualized instruction materials and teaching strategies.

Phase I begins when the Cleveland State physical education major enrolls in a 12-hour block course that meets 4 hours daily over a period of 10 weeks. During this Curriculum and Methods Quarter, trainees are selected and identified as teacher aides and fulfill course requirements as they relate to the curriculum and instructional design of their field base, Forest Park Junior High. Major course requirements related to the project include: (1) separate observational and instructional field experiences; (2) construction of individualized Learning Activity Packages (LAPs); (3) development of teaching strategies utilizing Mosston's Spectrum of Teaching Styles; (4) microteaching; and (5) analysis of teacher behavior utilizing Flander's Interaction Analysis System.

In Phase II, Instructional Development Quarter(s), the trainee is identified as a teacher assistant and is expected to undertake related independent study and assist as much as possible with the instructional or activity program at Forest Park. Having successfully completed the expectations of Phases I and II, the trainee enters the Student Teaching Quarter, Phase III, as an intern and progresses through four development levels: (1) adjustment, (2) support teaching, (3) lead teaching and (4) independent teaching.

Upon project completion and university graduation, Placement and Follow-up, Phase IV occurs and the intern is professionally labled a teacher and aided in job placement. Subsequent to employment, professional consultation and resources are available to assist the project graduate in the design of instructional materials and teaching strategies appropriate to new program and job setting.

Outline

Phase I: Curriculum and Methods Quarter

A. Selection for project
B. Observational field experience
C. LAP design
D. Teaching styles development
E. Microteaching
F. Instructional field experience
G. LAP and teaching styles refinement

Phase II: Instructional Development Quarter

Phase III: Student Teaching Quarter

A. Adjustment (level 1)
B. Support teaching (level 2)
C. Lead teaching (level 3)
D. Independent teaching (level 4)

Phase IV: Placement and Follow-up

Description

Individualized instructional (II) techniques have gained widespread popularity by teachers in nearly all subject fields and grade levels. However professional programs and public schools have not responded in full to this individualized theme with either innovative teacher training designs or public school classroom implementation. This reciprocal teacher trainee-pupil contracting project was designed to meet the challenge of reshaping professional preparation, enriching the learning opportunities for both the pre-service teacher and public school child and directing traditional public school curriculums in a systematic, transitional manner "Toward Individualized Instruction." The project consists of having teacher trainees student teach at Forest Park following extended field experiences and the development of II materials and teaching strategies for implementation during student teaching.

Phase I: Curriculum and Methods Quarter

Prior to student teaching, teacher trainees enroll in "Curriculum and Methods in Physical Education," a 12-credit block course. During Phase I, student applicants are selected and identified as a teacher aide and fulfill all course requirements as they relate to the curriculum and instructional design of their field base, Forest Park Junior High.

Observational Field Experience

A one-week observational field experience is conducted during the second week of the course. Teacher aides attend Forest Park from 9:00 a.m. to 1:00

p.m. under the supervision of the cooperating teacher to: (1) inquire into the organizational and administrative design of the school system; (2) confer with pupils and teachers concerning objectives, selection of teaching behavior, discipline and individual class characteristics; (3) observe and analyze Forest Park students and their community so that curriculum materials may be developed suitably; (4) know and discuss Forest Park philosophy; (5) identify various teaching behaviors and learning experiences which could be used successfully in the future.

Individualized Learning Activity Package (LAP) Design

The development of LAP materials is a course requirement that has special relevance for project participants. During the next several weeks learning experiences are organized around the development of instructional competencies and interactive skills which include: (1) discussion of adolescent learning characteristics; (2) identification and domain classification of behavioral objectives; (3) participation in measurement and evaluation skill labs; and (4) selection of appropriate media and materials for LAPs.

Teacher trainees write LAPs in content areas of the Forest Park curriculum which are offered during their projected student teaching quarter. The LAP consists of a rationale to explain to the student why the content is worthy of study and a learner analysis which identifies and defines the particular students for whom the package is designed. Behavioral objectives are utilized to transform LAP content into specific instructional goals and meet recognized criteria. In the task analysis section, major learning concepts are then dissected and identified from entry proficiency to terminal goal. Also, learning activities identify the process to be used for accomplishing the instructional objectives, such as the use of task cards, reciprocal student evaluation (partners or small group), videotaping for self-evaluation, film loops, individual teaching stations, and other programmed materials. Finally, evaluation criteria are designed to determine the degree to which the instructional objectives and activities have met the goal of increasing student learning from pre- to post-assessment.

Teaching Styles Development

Development of a range of teaching behaviors occurs during the same time period in which the LAPs are designed. Teacher trainees analyze, describe, demonstrate and explain the implications of Mosston's Spectrum of Teaching Styles. Task cards, reciprocal learning activities, individual programs, and lessons using guided discovery or problem solving techniques are designed in class prior to the actual production of styles. Methods of interpreting and systematically observing classroom verbal and nonverbal interaction in terms of a given concept or strategy are also introduced. During the sixth week, teaching styles are practiced in small modules where production groups are responsible for approximating a particular teaching style. Trainees microteach a LAP component which is videotaped and systematically analyzed.

Instructional Field Experience

The two-week concentrated field experience (weeks seven and eight) affords mutual opportunities for the teacher aide to develop instructional skills and

for Forest Park pupils to engage in valuable learning experiences. Project participants: (1) test-out selected aspects of the LAP and teaching styles; (2) prepare lessons and instructional materials, tutor, assist in logistical routines, administer tests, teach specified skills to selected pupils, facilitate small group work, and reinforce the process of reciprocal teaching; (3) continually receive information about Forest Park pupils and environment; and (4) meet with Forest Park administrative staff, counselors and cooperating teacher to review LAP materials.

Phase II: Instructional Development Quarter

Participants who have an interim quarter between the course and student teaching continue to assist with the instructional or activity program at Forest Park by undertaking related independent study for credit. These teacher assistants: (1) tutor on a one-to-one, one-to-two, or one-to-small group basis as the need and opportunity arise; (2) direct, under supervision, athletic, intramural or recreational after-school activities; (3) research related areas of the LAP; (4) assist in the diagnosis of student needs and in the administration of evaluation techniques; (5) attend professional meetings as observers; (6) participate in special events; and (7) develop and teach mini-courses.

Phase III: Student Teaching Quarter

The traditional student teaching format does not suffice where teacher trainees have been professionally active at their student teaching site. The student teaching quarter provides a transitional design for interns to adjust to the terminal goal of independent teaching. Also, project continuity is established through a sequential model so that Forest Park pupils are not constantly adjusting to unfamiliar roles and new behavioral and instructional expectations.

Adjustment (Level 1)

Since interns would not have engaged in a full day of class scheduling, the first week is used for re-orientation purposes. Such routines as storing equipment and securing the facility are easily learned during the initial week. Interns also become familiar with other physical education and school regulations relating to lateness, unpreparedness, absences, and discipline and relate to pupils on a one-to-one or small group basis. Pupils, in general, begin to respond to the interns' presence.

Support Teaching (Level 2)

During the next three weeks, the cooperating teacher leads in the presentation of material and general class organization. The interns provide a supportive role while a team teaching approach is employed as teaching surrogates or

assistants. Pupils continue adjustment and respond on an individual or small group basis.

Lead Teaching (Level 3)

Use of LAP materials is initiated during the next three weeks where the roles and responsibilities of the interns and cooperating teacher are reversed. The cooperating teacher remains supportive while interns alternate roles as lead teacher and support teacher. Students are given more individual attention as a result of the reduced pupil-teacher ratio. Interns are completely adjusted to the pupils and are able to respond to both individual and class needs.

Independent Teaching (Level 4)

Interns are completely on their own for the last four weeks of student teaching to present materials, make appropriate decisions, and evaluate student learning. LAPs are fully implemented during this final segment and interns are able to approach independent status as a teacher. Interns and students establish a new basis for relationship and neither are dependent upon the cooperating teacher who remains, however, accessible to both parties.

Phase IV: Placement and Follow-up

Upon project and university graduation, the intern is professionally labeled a teacher and aided in job placement. Project graduates serve as disciples by advancing the individualized theme and design of LAPs. Subsequent to employment, professional consultation and resources are available to assist the project graduate in adjusting to a new program and job setting. As trainees from the project obtain teaching positions, the possibility to exchange instructional materials and strategies and to create new centers for pre-service teachers grows at an exponential rate.

Conditions Specific to Program

Participant Selection:

1. Project participants are selected by mutual agreement between university and field base directors.
2. Selections are made after observational field experience and are dependent upon:
   a. willingness to develop LAPs for Forest Park students
   b. agreement to participate in instructional development experience
   c. commitment to student teach at Forest Park
   d. elicitation of positive teaching behaviors during observational field experience, as demonstrated by a commitment to the profession and the school child

Equipment: No special equipment needs

Staffing: Project participants (pre-service teachers)
Cooperating teachers
University supervisors

Staff Development:

1. Project participants: complete Curriculum and Methods course; engage in specially arranged individual conferences with field based cooperating teachers; complete individual project during instructional development quarter.
2. Cooperating teachers and university supervisors confer regularly on-site to deal with matters of mutual concern; cooperating teacher co-directs in every phase of the project.

Funding: No additional funding required specific to the project. Other costs which would be expended per year under normal circumstances are:

Materials production	$ 75
Travel (Supervisors)	100
Stipend (Cooperating teachers @ $75)	675
Supplies (videotapes, etc.)	150
Total	$1,000

Evaluation

Most successful field-based projects are characterized by a high degree of administrative feasibility, sound systematic planning, a practical organizational design, and monetary support. The last factor, a "price tag," is usually attached to either a project's development or implementation and often discourages those who would be professionally stimulated by partnership projects of this type. From conception, "Toward Individualized Instruction" has never faced the problem of program finance. Monetary support in the form of a stipend, grant, or operating budget allocation was not required since the school and university derive the following offsetting non-monetary benefits:

1. Adequate time is available to design individualized instructional materials and teaching strategies through curriculum and methods course offering.
2. Opportunities for pre-service teachers to test out and implement LAPs are arranged in a real world setting.
3. Minor research projects are fostered for collecting data concerning the effectiveness of individualized instruction.
4. Learning opportunities and environment are improved for Forest Park pupils.
5. Student teaching experiences are improved and more relevant.
6. Theory (university) and practice (public schools) are moved closer together.
7. Self-renewal opportunities exist for both university and public school staffs.
8. Teacher-pupil ratios are reduced.
9. A mini-exposure to differentiated staffing is provided.

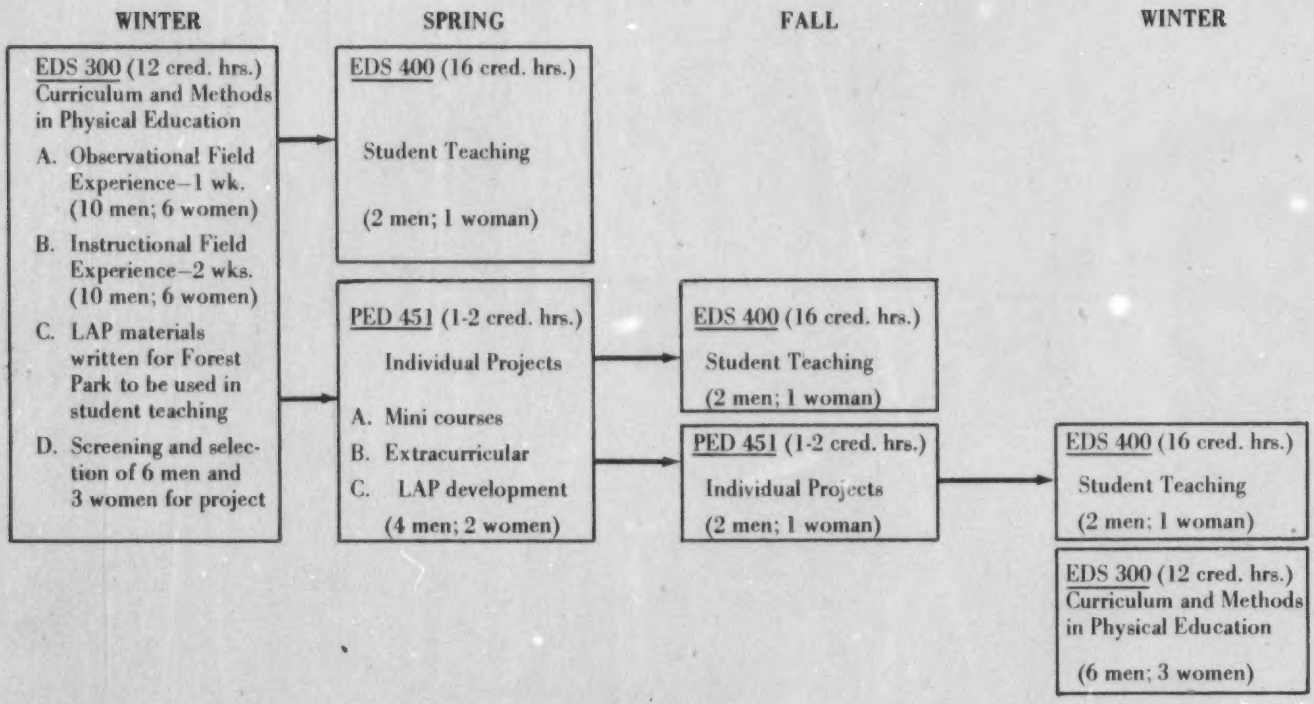
10. Doors are open to both parties to explore subsequent avenues of increased revenue.
11. Supervised pre-service teacher field experiences are conducted with a direct purpose.
12. Supervision of student teachers is improved.
13. Student teacher expectations are consistent due to prior agreement between parties.
14. Quality of instruction and standards of behavior are better maintained.
15. "Teacher as consumer" image of education is reshaped to the "teacher as designer" concept.

General Comments

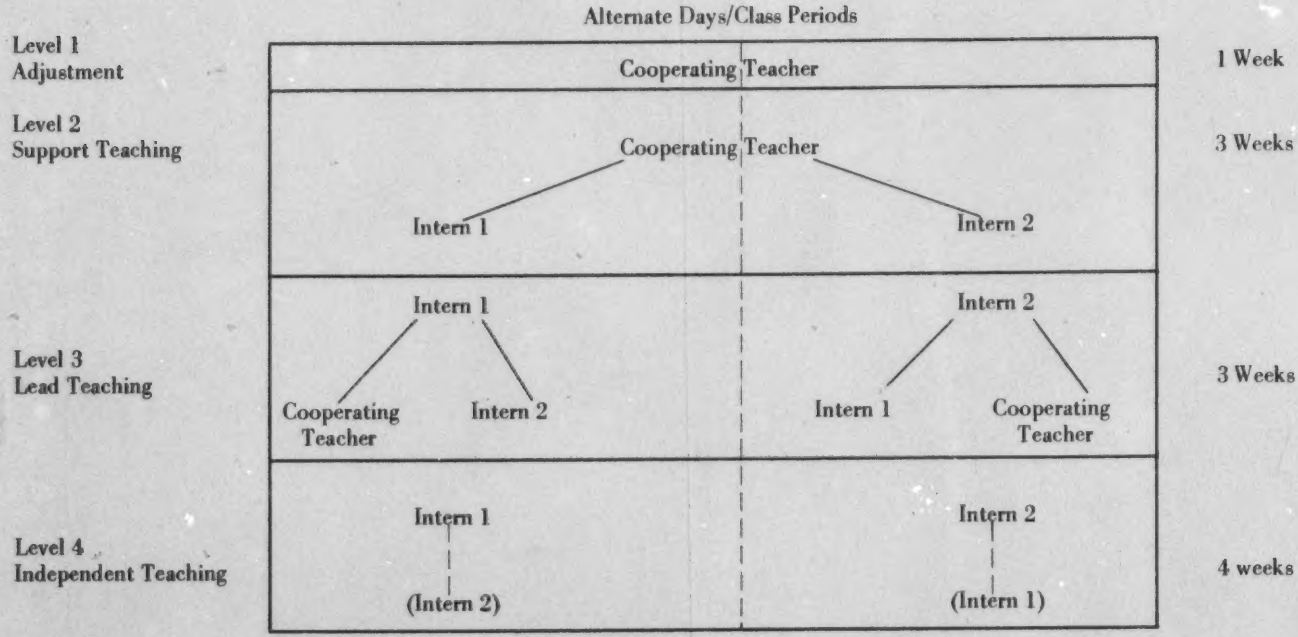
Colleges and universities have been remiss in training pre-service teachers in design and implementation of individualized instructional materials and techniques. As a result, there is a need to examine pre-service physical education curriculums and philosophies in both theory and practice; there is a need to provide relevant experiences in pre-service programs; and there is a need for a balance in the utilization of individual and traditional instructional techniques. From conception through implementation, "Toward Individualized Instruction" met these challenges and faced the educational mystiques of "how to better prepare the teacher" and "best educate the public school child."

The project brings into partnership the university and public school which allow teacher trainees and pupils to interact and mutually enhance the learning experiences of each other. This field based utilization of the exact participants who engage in the teaching-learning process provides the "real world" setting so necessary for today's learning relevance. It also provides the foundation for the synthesis of traditional and individual teaching techniques into a program that judges itself and participants by professional standards which exceed levels of expectations maintained by the status quo.

RECIPROCAL CONTRACTING PROJECT MODEL


WINTER
SPRING
FALL
WINTER
EDS 300 (12 cred. hrs.) Curriculum and Methods in Physical Education
A. Observational Field Experience–1 wk. (10 men; 6 women)
B. Instructional Field Experience–2 wks. (10 men; 6 women)
C. LAP materials written for Forest Park to be used in student teaching
D. Screening and selection of 6 men and 3 women for project
EDS 400 (16 cred. hrs.)
Student Teaching
(2 men; 1 woman)
PED 451 (1-2 cred. hrs.)
Individual Projects
A. Mini courses
B. Extracurricular
C. LAP development
(4 men; 2 women)
EDS 400 (16 cred. hrs.)
Student Teaching
(2 men; 1 woman)
PED 451 (1-2 cred. hrs.)
Individual Projects
(2 men; 1 woman)
EDS 400 (16 cred. hrs.)
Student Teaching
(2 men; 1 woman)
EDS 300 (12 cred. hrs.) Curriculum and Methods in Physical Education
(6 men; 3 women)

PHASE III
SEQUENTIAL STUDENT TEACHING MODEL



STUDENT DIRECTED CURRICULUM

Submitted by: Jack L. Emsuer

School: Triway Schools, Waynesville Schools, Dayton Road
Waynesville, OH 45068

Summary

The academic freedom of a student-developed curriculum allows students in this program to develop responsibility, creativity, initiative and communicative skills. Through a group process, a contract is formulated between students and teachers to fulfill the group-prescribed course of study and its requirements during the semester term. By developing their own course of study, students become directly responsible for improving their knowledge and understanding of physical education and health.

Outline

I. Curriculum construction from:
   A. Student group planning
   B. Teacher guidance and suggestion

Description

Students and teachers work together to design the physical education curriculum for the semester. In groups, small or large, plans are formulated by students which will eventually constitute a semester's contract. The students' selections of units are combined with the teacher's own selections to devise the official course of study.

Through this approach it is hoped that students will develop self-initiative, creativity, responsibility, self-reliance and self-discipline. In addition to improving knowledge through physical education, students have the opportunity to develop concepts and ideas and to increase their understanding of the values of physical education and health.

Conditions Specific to Program

No unusual conditions are required to execute this program. Field trips are taken, speakers are called upon, and some use is made of community facilities.

Evaluation

Student feedback on the program has been both enthusiastic and positive. Senior high students seem especially to enjoy the coeducation opportunities. Before innovating such a program, however, one should assess the age and maturity of students as well as the facilities available and academic freedom permitted within the school.

General Comments

This is a new, exciting way of learning and teaching. It allows students and teachers to explore the how and why of learning and teaching. Through group work and planning, students develop a more realistic picture of life's objectives, problems, disappointments and achievements.

CONTRACT TEACHING

Submitted by: Georganna S. Cottman

School: Easton Middle School, Easton, MD 21601

Summary

Contract teaching has been adopted in Easton Middle School as a means of meeting students' needs through individualized instruction and independent study. The program includes both indoor and outdoor activities. Teachers' assistance, learning stations, learning centers and task sheets are available to the students completing contracts.

Students choose contracts from 27 possible activities and may submit original contracts for approval. A student must complete one contract before selecting another and will receive a failing grade for an incomplete contract. Special contracts may be written for students with advanced skill and/or special needs.

Outline

I. Physical activity contracts
   - A. Cycling
   - B. Golf
   - C. Ping-Pong
   - D. Track and field
   - E. Football

II. Outdoor education contracts
   - A. Casting
   - B. Camping
   - C. Nature study
   - D. Survival confidence

III. Spectator appreciation
   - A. Football
   - B. Wrestling

IV. Independent study and extra credit

Description

The program is based on the premise that students learn most effectively at their own rate of speed, with advanced students moving ahead rapidly without

boredom and slower students making progress without frustration. Each student moves ahead when ready.

To encourage self-motivation in students, each student at the beginning of the term is asked to select five activities to be contracted for the year. A list of all activities selected is charted for each class and each student is then assigned one of the selected activities. Some students have to be divided into small groups to utilize facilities. Some students are asked to construct contracts to be used by others for a specific activity.

Students who have completed all five of their activities may choose additional activities, assist other students, seek special help from a teacher in another subject area where they may be weak, or do independent work on any part of her contract for extra credit.

Contracts are revised constantly for improvement and new contracts are added. New contracts have been added in outdoor education and in the appreciation of football and wrestling as spectator sports. Skills and knowledge are obtained through the use of books, films, transparencies, demonstration charts and other available resources.

Conditions Specific to Program

The variety of activities offers both familiar and new experiences in fulfillment of objectives through many possible avenues of instruction, such as: listening to tapes and records; reviewing filmstrips, movies, wall charts and transparencies; using appropriate off-campus facilities such as the local bowling alley and the YMCA; reading books; and getting help from the teacher, student teacher or a student assistant.

Equipment is handled through a central distribution system. Each student must sign out equipment and is responsible for any equipment signed out in her name. The resources library, located in the resource room, is available on an honor system or from the library aide of each class. Each student may sign out reference books and return the book to its respective shelf or library aide.

Only one instructor out of three at our school is using the contract or individualized approach method of instruction. Equipment and funding necessary for setting up the program came through the board of education and regular budgeting funds for the physical education department. Books for the library were ordered through the school librarian; films were ordered through the visual aid department of the school; and visual equipment is checked out on a yearly basis and placed in the resource library for student and teacher use. The actual cost has not been calculated.

Evaluation

Students seem to progress and achieve more from this individualized

approach than from traditional methods. Informed parents seemed to be pleased with this program and its outcomes.

However, after eight months of operation it was observed that some students were not ready for the contract method of instruction. There are several reasons for this:

1. Student is unable to work alone.
2. Student is incapable of developing new skills from written and illustrated descriptions.
3. Student lacks the initiative to seek help of an instructor.
4. Student fails to use audiovisual materials as a resource.
5. Student needs more individual attention, encouragement and/or guidance in selecting and fulfilling contracts.

General Comments

Below are 2 sample contracts:

Golf Contract Skills	Three weeks
1. Drive 4 balls for a distance of 30 ft.	_____
2. Drive 4 balls for a distance of 40 ft.	_____
3. Drive 4 balls for a distance of 50 ft.	_____
4. Putt the ball into the cup at a distance of:	
3 ft.	
6 ft.	
9 ft.	
12 ft.	
5. Tee off and hit the ball at a distance of:	
30 yds.	
40 yds.	
50 yds.	

Nature Study Contract	Two weeks
1. Collect and identify 10 different kinds of leaves and fruits for display.	_____
2. Make blueprints of 5 different kinds of pressed leaves.	_____
3. Take a nature hike and collect natural resource specimens and mount for display.	_____
4. Observe and study a specimen in its natural setting, such as a plant or animal. Write up your observation. Include the date of observation, time and place.	_____

SELF-EVALUATION OF OUTSIDE ACTIVITY AND PARTICIPATION

Submitted by: Dean Rippon

School: Rutland High School, Library Avenue, Rutland, VT 05701

Summary

An individualized contract program at Rutland High School emphasizes the development of positive attitudes toward physical activity as a year-round, life-time endeavor. Students earn points toward a grade by participating in activities after school and during the summer months. Students chart their own points, receiving one point for each hour of participation in designated activities. This motivation for participation in physical activities outside of school is hoped to encourage the development of lifetime habits and the transfer of "school learning" to the home and community.

Outline

I. Contract Point System
   - A = 86 - 96 points
   - B = 76 - 85 points
   - C = 66 - 75 points
   - D = 56 - 65 points
   - E = 55 points

II. Points earned
   - A. Outside activities during school year
   - B. Summer activities

Description

Activities are divided into four categories: vigorous activities, carry over-mild activities, coeducational activities and new activities. A student may only earn three points per week from each category. One hour of any activity earns one point toward the total required for the student desired grade. Students chart their own points on a daily basis. This is done each quarter, an eight-week block. Students participating in summer activities (a 10-week program) may earn a grade for the first quarter of the following year.

A Vigorous Activity	B Carry-over–Mild	C Coeducational	D New
a. Running-jogging b. Soccer c. Basketball d. Football e. Hiking-hunting f. Snow shoveling g. Roller skating h. Tennis-Paddle ball i. Snow shoeing j. Bicycling k. Hockey	a. Bowling b. Tennis c. Table Tennis d. Golf e. Skiing f. Volleyball g. Badminton h. Snow shoeing i. Horseback riding	(Any activity in a mixed group)	(Any activity never tried before)

Each group (A-B-C-D) can only have 3 points per week or a total of 12 points.

One hour of activity = 1 (one) point (one point per hour)

Please place the letter of the activity in the block and total the number of points.

A total of 86 - 96 points = A
76 - 85 points = B
66 - 75 points = C
56 - 65 points = D
55 points = E

My score is 1st _____ 3rd _____

2nd _____ 4th _____

NAME _____ PERIOD _____

1st Quarter

Week	A	B	C	D	Total	Week	A	B	C	D	Total
1st						5th					
2nd						6th					
3rd						7th					
4th						8th					
				Total						Total	

36

AQUATICS CONTRACTS

Submitted by: Shirley B. Comstock

School: Academy High School, 2825 State Street, Erie, PA 16508

Summary

This is a contract program which divides the National American Red Cross swimming program—(beginner, advanced beginner, intermediate)—into sections of seven segments, outlining the various skills to be performed as steps in the individual sections (with a few minor additions in skills). The last or seventh section in each level also contains the test required for completion of that area, step or course and makes certification by Red Cross card possible.

It provides motivation for each individual student to move at an individual pace; makes each student aware of individual progress; and offers a reward in the form of a course completion certificate.

Outline

The four following contracts fully outline each segment of the course offered.

I. American Red Cross Beginner's Contract, Sections 1 to 7

A. To Get into Section 1:
1. ___ Put face in water; hold breath for 10 seconds.
2. ___ Bob 10 times.
3. ___ Open eyes under water.
4. ___ Sit on pool bottom for 10 seconds.
5. ___ Blink eyes open—join the "no wipe" club!

B. To Get into Section 2:
1. ___ Do prone float and stand up unassisted.
2. ___ Prone glide for 10 feet.
3. ___ Bob 15 times.
4. ___ Do a jellyfish float.

C. To Get into Section 3:
1. ___ Float on back for 10 seconds.
2. ___ Back glide for 10 feet.
3. ___ Bob 20 times.
4. ___ Do a front somersault; do a back somersault.
5. ___ Do a handstand; porpoise 4 times.
6. ___ Do a sit-down dive.

D. To Get into Section 4:
1. ___ Bob 25 times.

2. ___ Front flutter kick for 20 feet.
3. ___ Back flutter kick for 20 feet.
4. ___ Do turnovers—back to front and front to back.
5. ___ Squat dive.

E. To Get into Section 5:
1. ___ Fin for 20 feet.
2. ___ Do front crawl stroke (arms only) for 20 feet.
3. ___ Do one-knee dive.

F. To Get into Section 6:
1. ___ Fin and back kick for 20 feet.
2. ___ Do front crawl stroke (arms and legs) for 20 feet.
3. ___ Breathe rhythmically 10 times.
4. ___ Do a front crawl (arms, legs, breathing) for 20 feet.
5. ___ Change direction (turn left, turn right) while swimming front crawl.

G. To Get into Section 7:
1. ___ Stand at attention in deep water.
2. ___ Jump into deep water.
3. ___ Dive into deep water.
4. ___ Tread water for 15 seconds.
5. ___ Pass beginner's skill (Dive into deep water; swim front crawl for 20 yards; turn around; come halfway back to starting point; float on back for 10 seconds; turn over; swim back front crawl to starting point).

Contract Completed—Award: ARC Beginner's Card

II. Contract, ARC Advanced Beginner, Sections 8-14

A. To Get into Section 8:
1. ___ Bob 30 times.
2. ___ Demonstrate survival floating for 2 minutes.
3. ___ Change prone position to vertical: tread water for 30 seconds: move to back float position and float for 10 seconds; tread water again for 30 seconds; return to prone position.

B. To Get into Section 9:
1. ___ Do one length of elementary backstroke in coordinated fashion.

C. To Get into Section 10:
1. ___ Do one length of front crawl stroke.

D. To Get into Section 11:
1. ___ Dive from deck and swim 15 feet underwater.

E. To Get into Section 12:
1. ___ Jump into water wearing lifejacket and be comfortable for 1 minute each: on your back, do vertical prone.

F. To Get into Section 13:
1. ___ Demonstrate proper position for mouth-to-mouth breathing (artificial respiration).

2.___ Demonstrate extension rescues using arm, pole, clothing.

G. To Get into Section 14: (Test)
1.___ Dive in; swim at least 15 feet underwater. Surface, tread water for 30 seconds. Swim front crawl for 20 yards.
2.___ Jump into deep water; surface, survival float for 2 minutes. Swim elementary backstroke for 20 yards.

Contract Completed—Award: Advanced Beginner's ARC Card

III. Contract, ARC Intermediate, Sections 15 to 21

A. To Get into Section 15 (Using Legs Only):
1.—20 yards of scissors kick
2.—20 yards of back crawl kick
3.—20 yards of front crawl kick
4.—20 yards breaststrike kick

B. To Get into Section 16 (Using Arms Only):
1.—20 yards of front crawl
2.—20 yards back crawl
3.—20 yards elementary backstroke
4.—20 yards breaststroke
5.—20 yards sidestroke

C. To Get into Section 17:
1.___ Swim 50 yards coordinated elementary backstroke.
2.___ Swim 100 yards without stopping, doing sidestroke, breaststroke, front crawl. (Choose one stroke, perform continuously.)
3.___ Scull for 10 yards.
4.___ Do a wall turn from a front stroke.
5.___ Do a wall turn from a backstroke.

D. To Get into Section 18:
1.___ Survival float for 5 minutes.
2.___ Tread water for 1 minute.
3.___ Float on your back for 1 minute.

E. To Get into Section 19:
1.___ Do a foot-first surface dive to a 4-5 foot depth, level off and swim 15 feet underwater.
2.___ Perform a standing dive from the deck in good form.

F. To Get into Section 20:
1.___ Demonstrate extension rescues using equipment (line, buoy, wading).
2.___ Demonstrate position for mouth-to-mouth breathing (artificial respiration).

G. To Get into Section 21: (Test)
1.___ Swim continuously for 5 minutes using any strokes you know. Do not touch sides, end or bottom of pool.

Contract Completed—Award: ARC Intermediate Card

IV. Contract, ARC Swimmer, Sections 22-28

A. To Get into Section 22:
1. ___ Do 100 yards breaststroke using coordinated, good form.

B. To Get into Section 23:
1. ___ Do 100 yards sidestroke using coordinated, good form.

C. To Get into Section 24:
1. ___ Do 100 yards front crawl using coordinated, good form.

D. To Get into Section 25:
1. ___ Do 50 yards on back using legs only, inverted scissors
or
2. ___ Do 50 yards on back using legs only, inverted breaststroke
3. ___ Do 50 yards back crawl using coordinated, good form.

E. To Get into Section 26:
1. ___ Effective turns (from wall)
2. ___ Front
3. ___ Back
4. ___ Side
5. ___ Surface dive (tuck or pike position) to an 8-foot depth, swim 20 feet underwater.

F. To Get into Section 27:
1. ___ Disrobe in deep water. Stay afloat for 5 minutes.
2. ___ Do a front racing dive and swim 10 yards.
3. ___ Perform a front dive from the board—at least a 3-step approach, hurdle, dive flight, and entry in good form.

G. To Get into Section 28:
1. ___ Swim continuously for 10 minutes, demonstrating ability on front, back and side. Do not touch the ends, side or bottom of the pool.

Contract Completed—Award: Swimmer's Card (ARC)

H. Section 29: American Red Cross Junior or Senior Lifesaving Course

I. Section 30: Water Safety Instructor's Aide Course ARC-Sponsored

Description

Through this contract plan, swimming is offered to students on the basis of their ability at any given time in our 60-foot x 20-foot pool whenever they are scheduled by the administration for aquatics class. All sections operate at one time with students assigned to areas of the pool dependent on depth of water and ability.

Practice assignments are rotated from deep end to shallow end alternately, allowing the single instructor to check skills as desired and possible according to student progress.

Both the width and length of the pool are utilized—widths for practice and lengths for testing and pre-teaching practice or warmups.

Conditions Specific to Program

The program is conducted in the school natatorium (built in 1921) which means it is a "short course" pool, equipped with a single width-wise float line 15 feet from the shallow end to mark where the pool bottom begins to drop abruptly.

Thirty kickboards are available plus six leg flotation devices, five pairs of flippers, and a springboard for diving.

The usual safety equipment is also provided—aluminum reaching pole, two life-jackets, two ringbuoys and two lines which may be used free or attached to the ringbuoys.

The equipment is just the usual material found in a high school pool.

In addition, there are five face masks and snorkels available for lifesaving courses.

No special staffing, staff development, equipment or funding is necessary.

Four stencils, a typewriter, mimeo paper, and the willingness to keep up with the constant need to check off individual progress by the instructor—who must be a Red Cross WSI—plus the cooperation of the office or business department in running off the contracts is all that is necessary.

Evaluation

Strengths:

1. Individual progress is easy to chart and keep.
2. Motivation to work on a particular skill or level in order to progress is built-in.
3. Students are eager to acquire new skills and receive certification cards.
4. Students are not confined to one area of the pool as all phases of all contracts are in progress at one time, i.e., shallow end and deep end.
5. Completion of one contract—at least until the swimmer level is completed—simply means the student begins the next contract so continuity is maintained.
6. Hopefully, every student who takes aquatics learns to swim and some safety precautions are stressed.

Weaknesses:

1. Organization of classes is paramount and continuing; there is paper work involved.
2. Students not swimming or absent on any given class day must have an opportunity to learn new material presented at another time although this is no great problem.
3. One instructor must insist on part of the class working at an assignment or practicing on its own while the instructor is engaged with another

class segment. Two instructors (team teaching or station teaching style) would eliminate this procedure.

General Comments

I would be glad to answer any questions on the operation of this program. Anyone familiar with Red Cross swim programs should have no difficulty.

ELECTIVE PHYSICAL EDUCATION PROGRAMS

COED ELECTIVE PHYSICAL EDUCATION PROGRAM

Submitted by: Don Jackson, Principal

School: Theodore Roosevelt Junior High, Eugene, OR

Summary

The entire school operates on an elective basis. Every nine weeks students elect courses for the next quarter. There are no requirements in any area including physical education; however, 85 percent of the student body does elect physical education every nine weeks. Each course a student elects to take within the physical education curriculum has its own class requirements or behavioral objectives.

The physical education program is arranged to enable each student to become physically educated through participation in six major areas. They are team sports, individual sports, dance, fitness, recreational games and swimming.

Outline

I. Nine-week elective courses
   A. Six major areas
      1. Team sports
      2. Individual sports
      3. Dance
      4. Fitness
      5. Recreational games
      6. Swimming
   B. 13-15 activities offered each 9-week period

C. Performance objectives
D. Individual written evaluation form

Description

Each student at Roosevelt has an advisor to help him/her coordinate and expand the educational program which best fits the student's needs. By careful guidance, both in physical education and in other areas of the curriculum, students usually sample a great number of activities and take courses which they need to prepare for future educational experiences.

With 13 to 15 activities offered each nine weeks, students have an opportunity to elect a great variety of activities during their junior high school career. For each course, the physical education staff has established specific requirements, including performance or behavioral objectives. Students are expected to dress for activities each day, participate in all activities, pass a written test and demonstrate cooperative behavior. Students are evaluated on improvement by skills and tests, are observed on their use of skills and must pass written quizzes.

Conditions Specific to Program

Location of the program is in a suburban area, with access to supplemental facilities (YMCA, bowling alley, gymnastic academy, etc.).

There are three full gymnasiums, necessary because of the six months of rain that is consistent in Eugene. There is one stage, made into a weight-room area. There are four to five fields for the team sports, tennis courts and track (shared with the high school physical education classes).

The financial cost of this program has been no more than for any other physical education program; there were no special grants or funds. However, the cost in terms of teacher-time, energy and dedication has been tremendous, and unfortunately these factors are not usually measured by surveys.

Evaluation

A subjective evaluation has been done continually over the past six years, and the mere fact that the alternative program is still in existence points out the success of the program.

The totally elective program is usually very risky and scary for most educators, especially those in physical education. While at Roosevelt, I had the opportunity to observe between 85 and 96 percent of the students electing to take physical education classes each nine weeks. Having the choice made a tremendous difference in their attitudes and motivation for taking the class. Their interests and skill level were the means for grouping students, not their chronological age or year in school.

Teachers were motivated to be creative in their curriculum. They were able to teach from their expertise and to learn about new and different sports interest of the students, which many times developed new class offerings.

Coeducational courses allowed additional flexibility in scheduling and helped bring men and women together in philosophy and department curriculum offerings. They also helped to break down some of the mystique about coeducational class problems that supposedly would occur in the junior high school.

COEDUCATION ELECTIVE

Submitted by: Ann Lockett

School: Gar-Field High School, 14000 Smoketown Road
Woodbridge, VA 22191

Summary

A four-phase elective, coeducational program at Gar-Field High School is based on the belief that students should learn basic skills in a variety of activities, but also must have the opportunity to choose activities according to interest, leisure time participation, and advancement at their own pace. The program is set up in four phases with emphasis on individualized instruction utilizing pre-and post-tests on physical skill areas as well as in cognitive areas. As each student progresses through the program, the student is placed in situations to assume greater responsibility for learning and in so doing to gain greater freedom to operate in his/her environment.

Outline

I. Phase One—required freshman health and physical education

II. Phase Two—required sophomore health and physical education

III. Phase Three—elective physical education only, for those students who have completed phases one and two

IV. Physical Education Aide Program

A. Skill development areas in each phase:
1. Team sports
2. Individual and dual sports
3. Rhythms
4. Recreational activities
5. Non-communicable diseases, exercise and health activities

Description

Each of the four phases includes student choice of activities. Most activities are taught on a coeducational basis. There are no grade levels since the program is set up in various phases with a great emphasis on individual instruction and use of the pre- and post-tests in physical skill areas as well as in cognitive areas. All activities are taught in three-week blocks since that time allotment is more conducive to the 45-15 year-round school plan.

In each of the four phases, physical education consists of the following graduated skill development areas: team sports, individual and dual sports, rhythms and recreational activities. Students are required to select a certain number of sports or activities in each of these skill development areas. Students would choose a total of 8 different sports for the year in Phase One and 12 different sports in Phase Three.

In Phase Three, the elective program emphasis has been placed on sports of carry-over value and leisure time activities. This phase is for those who have successfully completed Phase 1 and 2 with a C average. The fourth phase (physical education aide) is for students interested in learning more about the mechanics of health and physical education classes. Students in the fourth phase assist the teacher in various aspects of instruction and carry out certain prescribed responsibilities within the class.

The Health Program consists of two phases with phase one taught on alternate years with phase two.

Phase One consists of mental health, VD, family relations, consumer health, health of our nation, first aid and safety. These courses are offered throughout the year according to a student survey of interest, and all students in Phase One or Two of the program must take four of the courses offered. Phase Two consists of environmental health, drug education, medical self-help, physics, hygiene, communicable/noncommunicable diseases, exercise, recreational and health activities.

Conditions Specific to Program

Community resources are utilized to provide students additional choices of activities. For instance, swim and ice skating instruction have been offered by our Parks and Recreation Department. Independent study may be used in all phases of our program.

There is a year-round schedule 45-15 and traditional September-June schedule. Classes of 45-90 minutes meet three times each week.

Two instructors are health specialists, teaching primarily health classes. Teacher specialization is used in all activities.

The program has received no special funding. However, a more efficient use of funds has been essential and emphasis has been placed on securing equipment and materials for more individualized instruction.

Evaluation

Student evaluation has been most favorable. The coed classes, having more than one teacher during the year and student selection of activities, have been outstanding.

Weaknesses include: (1) a greater variety of health classes should be offered, (2) the purposes of pre-tests need clarification and (3) a small group of students have difficulty operating in a freedom-of-choice environment.

General Comments

Several traditional classes will be reinstalled for those students who have found difficulty in adapting to elective classes.

SELECTIVE PHYSICAL EDUCATION

Submitted by: Kenneth Wolf

School: Lowville Academy and Central School, State Street
Lowville, NY 13367

Summary

The program is arranged so that students may select from at least two activities every three or four weeks. Staff, facilities and the marking period dictate the length and number of units offered.

Emphasis is placed on carry-over activities, with the traditional team sports always available. The structure is such that girls and boys may take units separately or select the coed offering. This unit is usually a lifetime sport.

The philosophy underlying our program is to expose students to as many different types of activities as possible. This in turn will create the interest to pursue these activities on a more advanced level such as interscholastic sports, cross-country ski club, scuba diving, etc.

Grading is unique in grades 11 and 12 because students are given "participation points" for each unit successfully completed instead of the traditional letter grade. At this level, students should enjoy activities from a recreational standpoint since they have had introductory skills throughout their public school careers. There are some units that still place "instruction" as a priority. These units are golf, tennis, aerobics, skin diving, cross-country skiing, etc. At the end of the school year, juniors and seniors should have accumulated 11 points to complete the requirements successfully. At the 9-10 grade level, however, we feel it is still important to assign letter grades, as we place more emphasis on instruction.

Outline

We add and delete units yearly depending on their success and administrative functioning. The following changes have been made from the original program:

1. Bowling was dropped because of transportation costs.
2. Modern dance was dropped because of lack of trained personnel.
3. Square dance was dropped because of lack of student interest.
4. The following were added due to student interest:
   a. Coed volleyball
   b. Paddleball
   c. Indoor hockey
   d. Competitive swimming
   e. Water sports

Description

All juniors and seniors are grouped together in four blocks, each consisting of two 40-minute periods per week. All freshmen and sophomores are grouped together in a similar block arrangement with two 40-minute classes per week.

Each class consists of 60-100 students. Three teachers are used per class, making a class load of approximately 30 students per teacher.

This program has been designed to meet the needs and interests of the student body, to decrease the "cutting" problem and to make the teaching of physical education more enjoyable by removing the boredom factor.

Conditions Specific to Program

Facilities

1. Boys gym
2. Girls gym
3. Universal gym (lobby between pool and boys gym)
4. Pool

We do not use any special staff for our elective-selective program. What is necessary is for each teacher to be able to teach in the skill areas we offer. In scheduling, three teachers for every selective class is required: one for the boys' skill, one for the girls, and one for the coed activity.

Our funds come from a budget submitted each year by the director of physical education. It costs approximately $2,000 for our selective program. The money is used to replace worn or broken equipment such as tennis balls, paddleballs, golf balls, etc.

This year we added water sports to our program and purchased water basketball backboards for $350. Our cross-country skiing and snowshoeing unit has been very successful, thus making it necessary to purchase additional skis, boots, poles, bindings and snowshoes. We attempt to spend equal amounts of money at each level of our physical education program.

Evaluation

Strengths

1. Students like the program. We use input from them through a yearly evaluation. We find the needs and interests of our students and then attempt to adapt the program accordingly.
2. "Cutting" classes has been reduced immensely.
3. Teachers are allowed to teach in their areas of strength whenever possible.
4. A greater number of activities can be offered.
5. All of our facilities are now utilized to their fullest.

6. The carry-over values can be seen immediately. More students are playing tennis on weekends, students are buying their own X-C skiing equipment, they are requesting the *Aerobics* books for their own use, etc.
7. Teachers seem to be encouraged to teach different areas, even some not familiar. This leads to research and professional growth.
8. Since we change units every three or four weeks, boredom is eliminated.
9. An interesting offshoot of this program has aided in developing a skills course called "Survival to Life" which one member of our staff is presently planning. Also, an interdisciplinary approach has been taken where a member of our staff has combined with a teacher of anatomy and physiology to teach a mini-unit of physiology of exercise, using the aerobic approach to fitness. This unit is six 40-minute class periods.

Weaknesses

1. Students dropping *and adding* classes through guidance personnel causes problems with our grade sheets.
2. Recording the grades is time-consuming and often frustrating. A system of computerizing this area is presently being studies to eliminate this concern.

General Comments

Other similar programs exist at:

Beaver River Central – Beaver Falls, NY
Sachem High School – New York State
Darien High School – Darien, CT
Liverpool High School – Liverpool, NY
North Syracuse High School – North Syracuse, NY

ELECTIVE PROGRAM OF PHYSICAL EDUCATION

Submitted by: Arthur E. Mack

School: Lincoln Academy, Academy Hill, Newcastle, ME 04553

Summary

The elective program at Lincoln Academy allows students to determine their routes in fulfilling curriculum requirements. Upper classmen may choose from regular physical education classes, classroom courses in the physical education department, classroom courses outside the department, outside agency courses, individual activity contracts, and participation in the school athletic program.

Outline

Title: Elective Program of Physical Education

I. Required of freshmen—to build necessary background

II. Elective for upper classes
   A. Sophomore and junior—5 blocks
   B. Senior—4 blocks

III. Areas of choice
   A. Skill classes—physical education
   B. Classroom classes—physical education
   C. Classroom classes—other departments
   D. Outside agency courses
   E. Outside projects
   F. Athletic program

Description

In Maine each school may set up its own physical education program and requirements. At the Academy every student must take five blocks of physical education a year for which he/she receives one-quarter credit toward graduation. Additional credits toward graduation may be earned for additional blocks. We have had students receive credit for as many as 20 blocks in one year.

Our program has five basic areas: regular classes offered by the physical education department, classes dealing with physical education in aspects offered by other teachers in school, physical activities offered under outside agencies, individual activities that the student does alone outside of school for

which the student contracts with our department, and participation in the athletic program.

The regular physical education program offers two or more courses per period each five weeks. These courses meet either Monday and Friday or Tuesday and Thursday with Wednesday being an open gym day when any student may use the facilities and equipment. Sign-up sheets are posted about a week in advance of the start of each block and students may sign up if they elect to or wait until another block. In this manner it is hoped that students will choose courses that interest them. The offerings are mostly skill classes, many coed, although there are some classroom courses in first-aid and health related fields.

The second area involving other classes and physical education is indeed hazy and has not been used very much. However, examples under this area would be photography related to athletic skills, the study of angles, levers, etc., and their use in a physical activity (example: shot-put, discus) or physiology studies. This area is meant to be used by students who perhaps could not be involved in physical activity but through use of other fields could fill some physical education requirements.

Students may also receive physical education credit by taking a course (courses) at outside agencies such as Y's or recreation centers. Courses taken in this manner include scuba diving, karate, skating, roller-skating. Students provide certification from the agency that they have either completed the course or taken a number of hours equal to that taken in a school skill class. This has been a successful part of our program by which students can further outside interests and receive physical education credit.

A further area of credit is outside activity done individually by the students under contract to the department. Outside supervision by the department varies by case—written reports, in-school demonstrations, as well as personal visits are used. Some examples of activity undertaken include bike racing, jogging, horseback riding and skiing. Some of these activities, notably jogging, have been done during school hours at the students' convenience, using school facilities but under their own supervision.

A final area of credit may be participating on a school athletic team. A student may use this for one credit per year of the five required.

Evaluation

One weakness of the program is that some students may elect not to take part. This situation is combatted by requiring three blocks to enter sophomore year, eight blocks to enter junior year and 14 blocks to enter senior year. All blocks must be passed in order to graduate.

THE LEXINGTON SECONDARY ELECTIVE PROGRAM

Submitted by: Ralph V. Lord, Jr.

School: Lexington High School, 251 Waltham Street
Lexington, MA 02173

Summary

The Lexington High School Elective Physical Education Program provides each student with a basic workable knowledge and understanding of a variety of sports activities; creates a level of skill in each activity that will enable each student to participate fully and effectively in carry-on activities; and gives a thorough appreciation of these and other activities from a spectator point of view.

A stimulating educational experience is fostered by providing facilities, equipment and a choice of 43 activities at a variety of levels. The physical education program culminates in a well-balanced and organized intramural and interscholastic program. The interscholastic program consists of 23 sports for girls and boys totalling 49 teams at various competitive levels.

Lexington High School's enrollment is approximately 2,100 students, grades 10-12. The school is an open-campus style consisting of seven houses. Students are required to participate actively in two 55-minute periods each week. Students wishing additional classes may be accepted on a space-available condition. There are presently eight full time physical education teachers at Lexington High School equally divided among men and women.

The school year is divided into four quarters consisting of approximately nine weeks each. Students elect two different activities each quarter, one activity for each of the two days their class meets during the week. Students are not allowed to repeat activities over a single school year unless the nature of the activity requires repetition.

Outline

Students may choose from the following activities:

Fall (1st Quarter)	**Winter** (2nd-3rd Quarter)	**Spring** (4th Quarter)
Archery I and II	Judo	Archery I and II
Tennis I	Volleyball	Tennis I and II
Golf I and II	Table Tennis	Golf I and II
Horseshoes	Weight Training	Badminton
Tetherball	Dance	Fishing

Badminton
Flag Football
Soccer
Field Hockey
Speedball
Fencing
Volleyball
Basketball
Floor Hockey
Apparatus
Wrestling
Modern Dance
Modern Jazz
Movement for Improvement
Self-Defense
Floor Exercise
Fly Casting
Lacrosse
Track and Field
Softball

Description

At the beginning of each quarter, students select their physical education program for that quarter. Two different activities are selected, each meeting once a week for the entire quarter.

Two printed color-coded data processing cards are required for each student (one card for each period of physical education taken during the week). A card is given to the instructor of each activity the student elects and is utilized by the instructor to take attendance and keep cumulative evaluative records. At the end of each quarter cards are reassigned to the instructors of each student's new activity. The cards are filed by activity and gym class to enable easy accessibility in changing a student's gym class or activity. Also, in case of a substitute teacher, all necessary records are readily available. Colored bands across the top of the cards are used to easily identify the student's class period and year of graduation. Cards are preprinted by data processing with the student's name, house, homeroom, and other pertinent information.

Conditions Specific to Program

The program is essentially held outdoors during the fall and spring seasons. However, some activities such as badminton are held indoors to facilitate better utilization of space. The second and third quarters are held in the well equipped gymnasium and field. The field house utilizes six to seven teaching stations each period and contains a 160 yard, 4-lane running track with specialized areas for basketball, gymnastics, volleyball, etc.

The student-teacher ratio is based on one physical education teacher for each 250 students. In addition to teaching salaries, the supply and a equipment budget is allocated on the basis of $1.50 a year for each student in the high school. This budget is very satisfactory and provides very adequate funding.

Evaluation

The student interest and general attitude toward the program is excellent. Since all students (including those participating in varsity athletics) are required to take physical education, the opportunity to select from a variety of activities allows for great flexibility in programming. The offering of two different activities each week allows more selection of popular activities and better utilization of staff strengths.

The program requires a good deal of organization and can be time consuming in maintaining student accountability. At Lexington, two instructors have some released time to work with specific organizational aspects. The total staff is involved with curriculum development and program improvement.

MODERN DANCE

Submitted by: Carole Liedtke

School: Moore High School, 6805 Moorhaven Drive
Louisville, KY 40228

Summary

This is a six-week unit leading to the principles of modern dance with progressive development which includes use of a parachute or large plastic sheet, exercises to music, basic dance elements, balls and scarfs, and interpretive dance.

Outline

I. Exercise to music

II. Group use of parachute or plastic sheets

III. Basic dance steps and elements

IV. Working with balls to music, individually and group

V. Contraction and relaxation drills

VI. Dance steps

VII. Nonlocomotor movements

VIII. Interpretation

Description

This slowly progressing unit of modern dance follows these steps: use of music with exercises to set a rhythmic atmosphere; raising and lowering of large scarfs to emphasize the beauty of full movement and gracefulness; swinging, bouncing and moving balls to music to teach control of body movement and amplitude; and teaching the basics of modern dance and interpretation.

Although designed especially for seventh, eighth and ninth grade students, the unit is appropriate for older and younger students who have never been exposed to modern dance. It was used as part of a regular curriculum of required physical education for 1968-74 and is now being used on the college level with more advanced elements.

The unit was developed during student teaching preparation and has been used for girls only (except it is now coed on the college level) using an area isolated from other classes.

The purpose is to develop rhythmics and at the same time provide total fitness and coordination and appreciation of modern dance as an art form.

Conditions Specific to Program

An isolated area is suggested.

Equipment—record player, records (any modern records are good), balls, scarfs, parachute or large plastic drop cloths, book of poems.

Students bring in records on loan; other equipment can be adapted from equipment on hand.

Teacher should be trained with emphasis on dance. Both teacher and students should have creative ingenuity.

TWELFTH GRADE ELECTIVE: CYCLING

Submitted by: Elaine Lindsay

School: Dulaney Senior High School, 255 Padonia Road
Timonium, MD 21093

Summary Outline

I. The following cycling skills are taught:
   A. Mounting
   B. Stopping
   C. Dismounting
   D. Ankle technique
   E. Cadence
   F. Changing gears
      Three speed
      Derailleurs
   G. Hand positions
   H. Ride and steer with accuracy

II. Several items in the areas of knowledge are included, such as:
   A. Medical and health aspects
   B. Terminology
   C. Safety
   D. Purchasing a bicycle
   E. Fitting your bicycle to you
   F. Importance of cadence
   G. Types of bicycles
   H. Equipment and accessories
   I. Care and maintenance
   J. Cycling organizations
   K. Cycle touring
   L. Cycle camping

Description

The instructional unit in cycling is conducted for a four-week period meeting five days per week.

Most of the class instruction is conducted on the parking lot adjacent to the school or on a surfaced quarter-mile running track. This instruction includes activities such as:

Putting gears in the highest ratio (pedals move as slowly as possible to watch ankling technique)
Practice cadence

Invert bike—practice changing gears by hand
Accuracy practice—riding straight and narrow
Obstacle course
Balance for time
Stopping on a specific spot
Riding between concentric circles

Conditions Specific to Program

This course is taught by an experienced instructor having a special interest, skill and knowledge in cycling. A special instructor's course was offered to provide training in safety procedures, maintenance and care of equipment and proper cycling techniques.

Each student provides her own bicycle and tools necessary for proper maintenance. It has been recommended that bicycles (for one small class) be purchased on county budget and be shared by several senior high schools for use in the elective program.

In the present program, no special funding is provided.

Evaluation

Generally, the students have been very interested in this course. Several senior high schools have planned to include this in the twelfth grade elective program.

Strengths are:

Special interest to students
Excellent physical activity
Class self-motivation
Excellent carry-over value
Practical and useful
Opportunity for excellent culminating activity

Weaknesses are:

Absence of proper instructional facility
Safety hazards in some school locations
Inaccessible equipment for all students
Periods for instruction too short

EXERCISE PHYSIOLOGY IN SECONDARY SCHOOLS

Submitted by: Dr. Edward J. Meyers

School: Penney High School, Forbes Street
East Hartford, CT 06118

Summary

A three-level program of exercise physiology was instituted at Penney High School to help students develop an understanding of the physiological effects of exercise and athletic training on the body. It combines cognitive knowledge with physical activity to both physically train and physically educate students. Laboratory procedures, scientific methods, basic calculations and statistical procedures are emphasized. Field trips to Springfield College and University of Connecticut Exercise Physiology Laboratories provide students with first-hand experiences with treadmill, ergometers, densitometry, electromyography, basal metabolism testing and other scientific methods.

All students are exposed to intervals through large group instruction during two open periods per week. Junior and senior students may elect an in-depth course in exercise physiology which includes both lecture and laboratory experiences. Teachers emphasize physiological concepts in regular classes at every opportunity. In addition, bulletin boards, reading materials and a fitness center located in the gymnasium help to keep students informed and interested in exercise physiology.

Outline

Exercise Physiology

I. Level One—Elective one semester course (2 lectures, 1 lab per week)
   A. Functioning of body systems before, during and after exercise
   B. Understanding of cardiovascular endurance, muscle strength, muscle endurance and athletic conditioning
   C. Understanding of preventive and rehabilitative aspects of exercise in relation to disease and injury
   D. Laboratory procedures in gathering data, scientific method, basic calculations, and statistical procedures for analyzing data included.

II. Level Two—Large group instruction—All students (lecture)
   A. Mini course lectures and demonstration during open period

III. Level Three—Required physical education activity course
   A. Application of material presented in level two to physical activity

Description

At Penney High School a three-level program was initiated in September 1973 to bridge the gap between teacher understanding and use of exercise physiological concepts and student understanding, awareness, and application of those concepts.

Level One consists of an elective, in-depth exercise physiology course. This one-semester course is open to eleventh and twelfth grade students who have received a grade of "C" or better in biology.

The course emphasizes functioning of body systems before, during and after exercise and training. Its purpose is to develop understanding, abilities, attitudes and appreciation relative to exercise physiology, cardiovascular endurance, muscle strength, muscle endurance, and athletic conditioning as well as to develop an understanding of preventive and rehabilitative aspects of exercise in relation to disease and injury. The course involves two lectures and one laboratory class each week. Laboratory procedures in gathering data, scientific method, basic calculations, and statistical procedures for analyzing data are included.

In the laboratory, students learn to test muscle strength, muscle endurance and cardiovascular endurance. They take and learn to administer the Kasch Test, Harvard Step Test, Astrand's bicycle ergometer test for maximum oxygen intake, and the PWC-170 Test. Other laboratory experiments deal with pulse rate and blood pressure under varying conditions of rest, exercise and post-exercise. Body composition is studied using anthropmetric techniques to assess body density, lean body weight and percent fat. Muscle strength and muscle endurance under isotonic and isometric conditions are the basis for other experiments. Each student uses a lab sheet that includes purpose of the experiment, equipment used and explanation of physiological concepts involved, procedure, and space for data and conclusions.

A field trip to the exercise physiology laboratory at Springfield College provides experience with treadmills, ergometers, underwater weighing and densitometry, electromyography, electrogonimetry, and other equipment and processes beyond the capabilities of the high school laboratory.

Level Two, large group instruction in the lecture hall, reaches all students in the school with a cognitive approach to exercise physiological concepts related to activities in Level Three. This level features X-block, mini-course lectures and demonstrations during time in which the entire school is scheduled an open period or "X" block. Students attend by grade level, with one period assigned to each grade level for each program. Thus, in four X-blocks the entire school may be reached. Penney High School has two X-blocks built into the schedule for each week.

Level Three is the required physical education activity course. Without losing sight of traditional objectives of physical education, we integrate review of what has been taught in X-blocks with whatever lesson is most appropriate in the activity course.

Conditions Specific to Program

1. The in-depth elective course in exercise physiology is open to juniors and seniors. (All students take biology in sophomore year.) One-half credit is given for this half year subject which is called Physical Education 944. We have a classroom within our physical education complex. Equipment includes: weights, cable tensiometers, hand dynamometers, bicycle ergometers, stethoscopes, sphygmomanometers, skinfold calipers, step-up benches, stopwatches, metronomes. In addition, an overhead projector and slide projector are used extensively. Closed circuit TV is used occasionally. Exercise physiology, physiology, and kinesiology texts as well as journals, magazines and newsletters are kept on a table in the resource center section of the classroom for reading. In this same section, another table is set up with pamphlets on just about any communicable disease, degenerative diseases, diet and nutrition, and related topics. A field trip to Springfield College provides experience with spiremeters, gas analyzers, underwater weighing (densitometry) and other apparatus not available in our classroom-laboratory.
2. To reach students who do not elect the in-depth course, teachers emphasize physiological concepts in regular classes at every opportunity. Bulletin boards in the locker room include unit outlines of the in-depth course and other materials concerning exercise physiology.
3. A fitness center has been established in the gymnasium where one bicycle ergometer is kept, and instruments such as stethoscopes, sphygmomanometers, skinfold calipers, etc. are available along with instruction in test procedures and meaning. Reading materials are also available on special topics. Special staffing, staff development, equipment and funding were necessary for the program.
4. The first year a bicycle ergometer was borrowed from the Coast Guard Academy in New London for the first half year. Second half, a local physician allowed us use.
5. About $400 (mostly for books) was allotted the first year. The second year a grant of $3,000 was obtained so that we now have four bicycle ergometers, stopwatches and metronomes; 10 stethoscopes and sphygmomanometers, 4 hand dynamometers, 3 cable tensiometers with one orthopedic attachment, 4 step-up benches, 4 skinfold calipers. This allows each student to do each experiment personally while the first year, much of the lab work was demonstrations by selected students.

Evaluations

Teaches students how to do tests of physical fitness, some of which are not normally conducted in public schools, such as:

1. Astrand Test (bicycle ergometry) for maximum oxygen consumption.
2. PWC-170 Test
3. Kasch Test
4. Harvard Step Test
5. Blood pressure at rest, during, and after exercise.

6. Student use of stethoscope, sphygmomanometer, hand dynamometer, skinfold caliper and bicycle ergometer to do own testing is emphasized.
7. Body composition (skinfold measurements for percent body fat)
8. Effect of posture on heart rate
9. Strength tests
10. Endurance tests

This program does not detract from the traditional goals of physical education.

General Comments

As research chairman for the Connecticut Association for HPER and vice president-elect for Health, I am hoping to secure funding for an equipment pool which would be available to schools throughout the state on a rotational basis similar to the unit rotation conducted between Penney and Kingswood-Oxford Schools.

North Haven and Waterford, Connecticut schools have indicated a desire to establish programs in exercise physiology, and workshops have been conducted by CAHPER this past year to prepare staff.

COURSE FOR PREGNANT GIRLS

Submitted by: Evelyn M. Butler and Joan Y. Young

School: Cardozo Senior High, 13th & Clifton Streets, NW
Washington, DC 20011

Summary

In an effort to meet the needs of all students, Cardozo High School instituted a class for pregnant girls in 1971. The main purpose of the course is to increase the knowledge and emotional stability of pregnant girls. Consultants have helped design a comprehensive course of study which examines the physical, emotional and legal aspects of pregnancy and child care.

Outline

I. Self-care for Pregnant Women
   A. Proper grooming
   B. Proper nutrition
   C. Career information

II. Care of Baby
   A. Nutrition and feeding
   B. Dental and health care
   C. Prenatal and postnatal care
   D. Everyday care after birth
   E. Defects and common diseases
   F. Clothing (construction)

III. Moral Implications

IV. Legal Implications

Description

This course is designed not only to give knowledge but to provide an opportunity to develop skills and attitudes that will help girls regain their self-image, self-confidence, health attitudes, emotional stability and enable them to assume their rightful place in society.

The class is elective; girls must be registered with the school nurse and must be receiving prenatal care from a private physician or a clinic.

Units include nutrition, anatomy, physiology, prenatal and postnatal care, legal implications, career information, diseases, family planning, making toys

and sewing and crocheting baby clothes. Consultants and audiovisual aids are used for most units.

This course has a great potential to remove fear, ignorance of pregnancy, stigma and profound emotional shock that results from becoming pregnant and being rejected by parents and the boyfriend.

Conditions Specific to Program

The class is located in an area that is equipped to teach home nursing. No special staffing was necessary. Many available consultants are used. No funding has been requested; however, funding could help in the ultimate success and expansion of the program.

Evaluation

Strengths

1. The program helped to rid the girls of their fears about pregnancy.
2. The program helped to restore feelings of self-esteem.
3. General attitudes were changed.
4. There were no drop outs.
5. Those who were seniors returned after the birth of their babies and completed requirements for graduation.
6. There was great improvement in the scholastic average of the student.
7. There was cooperation and interest of all participants of the program (consultants, students, principal, etc.).

Weaknesses

1. Program should be coed in order to change attitudes of both sexes.
2. There should be provision for follow-up of graduates.
3. There is need for funding.

SELF-DEFENSE UNIT

Submitted by: Maureen J. Kovich

School: Regina High School; 5400 Fenwick
Norwood, OH 45212

Summary

In a 12-lesson self-defense unit, girls are taught to cope with a wide variety of situations, some of which include rape, mugging, purse snatching, over-aggressive men, robbery, multiple attackers and attack with a weapon.

An attitude of "self-defense consciousness" is fostered to encourage girls to avoid potentially dangerous situations whenever possible. Safety precautions are learned from a variety of situations such as driving alone, walking alone and home security.

Outline

I. Development of self-defense consciousness
   A. Recognition and avoidance of potentially dangerous situations

II. Development of self-defense techniques
   A. Body as a source of power
   B. Escape techniques

III. General objectives of the unit
   A. To create an attitude of self-defense consciousness
   B. To learn to make oneself more deadly than a man in most situations
   C. To learn to use one's body as a source of power
   D. To learn to recognize potentially dangerous situations and how to avoid them (prevention)

Description

The Self-Defense program at Regina High School consists of a teaching unit of approximately 12 lessons incorporated into the physical education curriculum during the student's sophomore year.

Regina High School is a Catholic high school for girls in Cincinnati (Norwood), Ohio, with a student body of approximately 500 in grades 9-12. This unit was introduced into the physical education curriculum by the instructor, Maureen Kovich, in response to the rising crime rate and the knowledge that many of the students and their parents have been victims. The program was started in 1972 and has been taught every year since. In the 1975-76 school year, the students will receive some basic instruction during the freshman year in physical education, and will go into self-defense in more depth in the following year in physical education II.

The unit is composed of materials collected over a period of years from book notes, lectures, films, television programs and newspaper and magazine articles. The material is continually being revised and updated. The instructor always is looking for a technique which is simple and easy to remember, but very effective.

Conditions Specific to Program

The cost is very low. Tumbling mats, pieces of clothesline for strangle holds and rubber knives for knife attacks are the only equipment necessary.

Evaluation

1. Lack of self-confidence causes students to challenge almost every technique taught as "that won't work."
2. It is difficult to demonstrate the complete effectiveness of some of the techniques since they involve causing serious harm to the attacker.
3. How much girls will retain for possible use in future years is uncertain.
4. The fact that a need exists today for this type of course is obvious. The self-defense unit is the most meaningful unit the girls have during their second year. Their concern for their welfare and that of their families is approached more seriously than that of some of their parents.

General Comments

The unit which is offered for distribution consists of 12 pages of lesson plans, student handouts, bibliography of resource books for the instructor and the school library, information on obtaining three top-notch films on self-defense for women, lectures (introductory lecture and lecture on rape), and a sample student written exam.

The cost of this complete unit is $5. Payment should accompany the order. Order from: Maureen Kovich, Regina High School, 5400 Fenwick, Norwood, OH 45212.

SELF-DEFENSE

Submitted by: Susan Leslie

School: Hereford Junior-Senior High School, York Road
Parkton, MD 21120

Summary

Fundamental techniques used in defending yourself in the event of an attack are included in the following skills and knowledge.

I. Skills
- A. Stances
- B. Hand and arm blows
- C. Kicks
- D. Releases
- E. Blocks
- F. Defenses from ground
- G. Falls and rolls
- H. Throws and takedowns

II. Knowledge
- A. Basic self-defense
- B. Safety in practicing
- C. Use of own balance and strength
- D. Where and how to strike
- E. Element of surprise
- F. Commercial protective weapon devices
- G. Defense against
  1. Forced entry
  2. Armed adversary
  3. Multiple adversaries
  4. Dogs
- H. Use of purse and household weapons

Description

The unit in self-defense is a four-week course meeting three to five times a week. It is necessary to provide opportunities in numerous activities to give opportunity for implementing and practicing skills.

Some activities used are:

1. Partner practice
2. Practice full force using dummy (football) or other similar object
3. Simulated attacks
4. Practice against suspended small ball for accuracy

5. Lecture or discussion by outside resource people
6. Practicing skills at full speed while screaming
7. Combining releases, blows, kicks and takedowns in complete defenses
8. Listing types of attacks on cards. Specified attackers perform an attack on the victim for practice or grading
9. Assigning group or individual projects to make visual aids and improve equipment.

The course, taught in a small activity room usually during the winter program, has been very popular in the twelfth grade elective program.

Conditions Specific to Program

There has been very little preparation in instructing in self-defense at the college level. It has been necessary to have in-service courses offered to prepare the instructor.

No special equipment is necessary. Mats are used in various ways for safety reasons. Football tackling dummies provide a more realistic attacker.

Evaluation

Strengths

1. Students are sincerely interested in the practical knowledge and skill learned in this course.
2. Students are easily motivated.
3. Course can be taught in relatively small area.
4. Little equipment is needed.
5. There are many well-informed outside resource people.

Weaknesses

1. There needs to be more adequate training for instructor.
2. Instructor must be alert to guarding against emphasis on attacking rather than defending.
3. The practice of skills could be unsafe unless properly directed by the instructor.

SPORTS OFFICIATING

Submitted by: Patricia E. Barry

School: Wheaton High School, Dalewood Drive
Wheaton, MD 20906

Summary

A one-semester course is designed to provide practical and classroom instruction in a variety of sports. National OSA exams for ratings are administered. Local schools provide opportunities for experience. Rated officials are eligible to be paid to officiate games throughout the areas.

Outline

I. Introduction to sports officiating
   A. Philosophy
   B. Organization—NAGWS, OSA, ASA, etc.
   C. Testing

II. A. Study
   B. Discussion and interpretation
   C. Sample testing
   D. National testing

III. Practical
   A. Techniques of officiating
   B. Modified officiating experiences
   C. Regulation officiating experiences
   D. Simulated practical evaluation
   E. Practical exam

IV. Miscellaneous
   A. Guest speakers
   B. Guest clinicians
   C. Attend area officials clinics
   D. Watch games and observe officials

Description

At the beginning of each semester the students choose two sports they wish to study in depth. The theoretical and practical study is alternated almost daily to provide opportunities to discuss as well as demonstrate game situations.

Guest speakers, clinicians and films are used to enhance the classroom and practical experiences. The local D.C. Board of Officials has been most cooperative in providing these and other services to the students. Arrangements are made for students to take theoretical and practical examinations through the auspices of the D.C. OSA Board of Officials for Women's Sports.

Once a student receives a rating, she is immediately assigned junior high school, recreation department and CYO games to officiate.

The only additional expenses for the sports officiating class are for the various NAGWS rulebooks.

It is advantageous for the instructor to have had formal officiating experience and to be willing to attend rules interpretations clinics.

Evaluation

1. Local theoretical and practical examinations
2. National OSA exams
3. Group evaluation

MOTIVATIONAL PROGRAMS

RECOGNITION FOR THE STUDENTS

Submitted by: Richard Lovellette

School: Litchfield Junior High and High School
1701 North State, Litchfield, IL 62056

Summary

A physical education award system has been established at Litchfield Junior High and High School to give recognition to student achievements and build motivation in physical education classes. Awards are given for individual accomplishment as well as group performance. Inexpensive ribbons and plaques are made and used for awards. In addition, events are publicized through the local radio station and newspaper to keep the community informed of activities.

Outline

Awards

I. Purpose
   A. Recognition for students
   B. Add enthusiasm to class

II. Awards used
   A. Trophies
      1. Wrestling
      2. Physical fitness
   B. Picture plaques and ribbons
      1. Handball
      2. Croquet

3. Horseshoes
4. Table tennis

C. Team ribbons
1. All team sports

III. Cost

Description

The awards system used is very simple. At the beginning of each school year a roll of ribbon is purchased from the local florist. The ribbon is cut in 6½-inch strips. Using rubber stamps the ribbons are stamped for each activity. Every boy on the winning squad receives one of these ribbons.

For individual activities, which include handball, table tennis, croquet and horseshoes, a plaque is awarded for first place and a ribbon for second and third place. The plaque is made by using an 8 x 10 picture frame and inserting a picture of the sport and the name of the winner.

There are three other individual activities which are done differently—wrestling, track and the President's Physical Fitness program. In the wrestling program, the top two boys in each weight class compete in an assembly program for the championship matches. Trophies (which we buy) are awarded for first place and ribbons for second. In the physical fitness program, the standard Presidential Physical Fitness patches are given. AAHPER patches are used for the lower percent. The top point winner in each physical education class is also awarded a trophy. All awards are presented at an all-school assembly and all winners are announced through the local newspaper and radio station. The track program requires purchased ribbons for the boys. We have eight different events in each class and I give four different places in every event. After we have competed for individual ribbons, I divide the entire class into four teams and hold a two-day track meet. I then give a team track ribbon to each member of the winning team. I also keep physical education track records for each grade level and post them on our bulletin board.

Conditions Specific to Program

The trophies are purchased locally. The ribbons are made in physical education class. The awards cost between $30 to $40 annually.

Evaluation

Strength

Gives all students a chance to excel and gain recognition

Weakness

Expense of trophies

BOYS' GRADED PHYSICAL FITNESS TEAMS

Submitted by: John J. McCarthy

School: Albright Middle School, 1110 S. Villa Avenue
Villa Park, IL 60181

Summary

At Albright Middle School, boys develop fitness through six tests. They work to attain membership on one of six graded teams by improving their fitness capacity. Progression from one team to the next is in small steps to encourage students to improve their fitness levels and grade. Each progressive level is assigned a letter grade ranging from B- to A+ and, in addition, the boys receive individual awards at each level attained.

Outline

Albright Fitness Program

I. Pull-ups

II. Shuttle run

III. Broad jump

IV. 50-yd. dash

V. Sit-ups (1 minute)

VI. 600-yd. run

Description

The program consists of the six events listed above. Boys are tested every other Friday during the 45-minute lunch period. The 600-yd. run is tested during their physical education class.

Several methods have been devised to increase motivation. There are six teams and an award for each level of achievement. Teams 1 through 3 are awarded stars, Team 4, T-shirts, Team 5, red gym trunks and Team 6, red knee socks. The boys' fitness grade is determined by the team achieved. Boys receive a printed card with the requirements for: (1) their team, (2) the AAHPER silver and gold badge awards and (3) the Presidential Badge. The achievement levels necessary for each team are carefully graded to be within the boys' reach. The program motivates both weaker boys and superior athletes.

Tests are administered by 10 boys serving as physical education testers. These boys attend monthly meetings to review the proper methods of testing. Each tester is assigned to one event for the entire school year. On test days boys pick up cards from the physical education office and proceed to their respective testing stations. Testers initial the appropriate box with a special colored pen as a requirement is fulfilled. At the end of the period the cards are returned to the physical education office.

Cost

Stars	$25
T-shirts	70
Red trunks	25
Red socks	15
	$135

Evaluation

The program has been successful. In the last three years the following percentages of boys have received the Presidential Award.

1973 - 11.2%
1974 - 13.8%
1975 - 24.8%

MOTIVATION THROUGH SPECIAL EVENTS

Submitted by: Harry J. Sanders

School: Bel Air Middle School, Moores Mill Road
Bel Air, MD 21014

Summary

Through a "Special Events" Program, Bel Air Middle School offers a wide variety of activities before, after and during the school day to encourage student participation in physical education activities. In addition to required physical education classes, students have the opportunity to participate in intramural programs, a cross-country run, Saturday hiking trips, TV and radio broadcasting, art and sport programs among others. During the winter months an elective program allows students to choose activities such as orienteering, acrobatics, dance, fencing, riflery, wrestling, gymnastics and others. Special events are coeducational to encourage social development of the students.

Outline

I. Courses
   A. Required physical education courses
   B. Winter elective program (physical education)

II. Special events
   A. Saturday hiking trips
   B. Walking trip to Equestrian Center
   C. Radio broadcasting and TV course
   D. "Dave Wottle" cross-country run
   E. Ski clinic
   F. Poetry and sport (students write)
   G. Art and sport
   H. Video taping sessions
   I. Exhibition course
   J. Courtesy tickets
   K. Colonial Day – Civil War Day

III. Intramurals

Description

The Special Events Program attempts to provide a great variety of activities to encourage all students to participate in school sponsored activities. The special events are supplements to required physical education classes, winter

elective classes and intramural physical education programs. A brief description of some special events follows:

1. *Saturday Hiking Trips*–Hikes are sponsored Saturdays and school days.
2. *Dave Wottle Cross-Country Run*–A 1¼ mile competition is held for 4 competitive groups: (1) seventh grade girls, (2) seventh grade boys, (3) eighth grade girls and (4) eighth grade boys.
3. *TV-Radio Broadcasting*–This course emphasizes sports and school news.
4. *Ski Clinic*–Brief instructional session includes films, demonstration, introduction to equipment.
5. *Art and Sport*–This event includes an annual art display.
6. *Videotape*–Tape activities are provided for instructional purposes and skill improvement.

Conditions Specific to Program

The school is located across the street from a horse farm.

Regular staffing and budget support the Special Events Program.

Evaluation

We are constantly evaluating our programs. After working together for five years as a team, we have the unity, candor and flexibility to improve. Most of the organization and planning of our programs must be done after school because of the staff's varied schedules.

OUTDOOR/ENVIRONMENT PROGRAMS

SPORTMAN'S BIOLOGY

Submitted by: John Kudlas

School: Mayo High School, Rochester, MN 55901

Summary

Sportsman's Biology is an interdisciplinary course involving a two-hour one-semester block of time (except for extended field trips) with students receiving one-half credit in physical education and one-half credit in biology.

Much of the program is conducted "on campus" but the city's nature center is utilized often as well as local waterways and state refuges. A multi-day field trip generally culminates the fishing-water biome units.

The course revolves around hunting and fishing skills, their effect upon the environment and building environmental values through their use.

Description

The course emphasizes outdoor skills as a means of exploring the environment safely and thoroughly and is team-taught by a science teacher and physical education teacher. The class meets daily in a two-hour session for one semester. Enrollment is generally about 35 juniors/seniors.

The program includes the following format with emphasis on outdoor skills as a means of exploring the environment more safely and thoroughly. The exploratory skills are the means and the laboratory discoveries are the end. Values are the goal.

I. Introduction
   A. Course outline
   B. Student interests
   C. Laboratory procedures
   D. Costs
   E. Clothing requirements
   F. Safety instructions
   G. Student's evaluation
   H. Projects required

II. Sportsman's responsibility
   A. To farmers—farmer visitation
   B. To animals and game—refuge manager visitation
   C. State regulations—game warden visitation
   D. Federal regulations
   E. To other sportsmen

III. Sportsman's public image

IV. Sportsman's value analysis

V. Habitat improvement projects

VI. Written comprehensive paper

VII. Stream biome
   A. Native fish
   B. Identification of fish
   C. Life history of fish
   D. Fish anatomy
   E. Fish reproduction
   F. Food habits
   G. Fish studies—pollution and pathological studies
   H. Stream survey
   I. Trout farming
   J. Fresh water sport fishing activities outdoors, in pool and stream
      1. History
      2. Fly fishing
      3. Spin casting
      4. Spinning
      5. Bait casting
      6. Selection and care
      7. Safety and lifesaving
         a. Lifesaving
         b. Boat rules
         c. First aid
         d. Water safety
      8. Rules
      9. Knots for fishermen
      10. Lures and baits

11. Fish cleaning
12. Fish filleting
13. Cooking procedure

K. Culminating activities
1. Trout fishing trip
2. Bass fishing trip
3. Lake fishing trip

L. Stream improvement project

M. Fly tying
1. Equipment
2. Supplies
a. Black ghost
b. Dark edson tiger
c. Coachman
d. Nymphs
e. Royal coachman (advanced dry fly)
3. Equipment selection
4. Artificial fly mimicry

VIII. Lake biome
A. Special problems
B. Water level and depth
C. Spawning activities
D. Seasonal variations
E. Species
F. Lake fertility
G. Fishing pressure
H. Lake characteristics
I. Lake sport fishing
1. Methods
2. Lures
J. Seining techniques
K. Weather prediction
L. Case studies
M. Skin diving activities in pool and culminating in lake
N. Canoeing in stream and lakes, culminating in one long trip

IX. Hunter safety and shooting sports
A. History of shooting
B. Equipment and supplies
C. Safety regulations
D. General safety rules
E. Historic methods of ignition
F. Action types and functional parts
G. Shotgun chokes and gauges
H. Reloading and components
I. Trap shooting for score (at range)
J. Small bore shooting (at range)
K. Big bore reloading components and functions
L. Bullet types and functions

M. Types of big bore cartridges
N. Center fire rifle reloading
O. Big bore bench rest shooting for grouping score (at range)
P. Home fire arm check
Q. Archery equipment and supplies
R. Archery safety
S. Archery body mechanics
T. Skills—archery
U. Archery range shooting

X. Birds and game
A. Game animals
1. Classification
2. Ecological adaptions
3. Animal anatomy—field dressing and skinning road killed deer
4. Geographical distribution
5. Life history
6. Home range—bird banding at nature center
7. Populations
8. Animal evidence
9. Diseases
10. Predator—prey relationships
11. Rules and regulations—rationale
B. Rock climbing and its relation to big bore hunting
1. Introduction
2. History
3. Equipment
4. Safety rules
5. Procedure
6. Practical one and two-day "wilderness" climb
C. Upland game birds (as X, A, 1-11)
D. Migratory birds (as X, A, 1-11)
1. Migration
2. Banding

XI. Fur bearing animals and trapping
A. History
B. Trap uses
C. Trap types
D. Baits
E. Trapping ethics
F. Rules and regulations
G. Conservation methods
H. Individual trapping
I. Economic importance
J. Bounty system
K. Problems and procedures

XII. Game processing and mounting
A. Study skins—requirement

B. Skull preparation
C. Taxidermy
D. Bird or small animal mount—one required
E. Preparing wild meat

XIII. Sportsmen's navigation (survival orienteering)
A. Rationale
B. Review navigation methods
C. Hiking and climbing
D. Wilderness food preparation
E. Types of snow
F. Cross-country skiing activities and equipment care
G. Snowshoeing
H. Snow climbing—at nature center
I. Man's understanding of time, space and direction
J. Man's navigation—wilderness orienteering practical

XIV. Winter limnology
A. Characteristics of snow
B. Hypothermal conditions
C. Physics of keeping warm
D. Ice characteristics
E. Cold weather's effect on fish
F. Meteorology
G. Winter lake safety
H. Ice fishing—practical lake experience

Conditions Specific to Program

Much of the program utilizes the "on sight" technique; however, the Quarry Hill Nature Center, Whitewater refuge, Mississippi River Valley Bluffs, Camp Olson, Southern Minnesota Sportsman's Club, Lake Pepin, surrounding rivers and streams and other areas also are used.

The Quarry Hill Nature Center has an outdoor climbing wall as well as other areas for climbing and rappeling; we also use the Center's travel budget for transportation to and from the nature center.

There is a stream (Bear Creek) behind the school that is utilized for beginner canoeing. There is also a 40-acre woodland tract behind the school where cross-country skiing, snowshoeing and orienteering are taught.

In the past we have operated with funds from the science and physical education departments' budgets. Students pay a $15 fee to cover reloading components—fly tying equipment, taxidermy supplies, and anything else they intend to take home with them. For the culminating fishing field trip the cost usually is $50 for the four days to cover all food, travel and housing expenses which are paid by the individual students.

The freeness of the program necessitates student responsibility; this could be a problem although we've had little difficulty. Because of the number wish-

ing to enroll it is hard to decide which students to drop; we have now expanded to two sections which has alleviated this problem to some extent.

Morale and motivation are high with most students; closeness between teacher and students almost becomes "team-like" which is quite rewarding.

This course requires the instructor to be relatively well skilled and qualified in many outdoor and laboratory activities that most colleges and universities do not presently prepare prospective teachers for. Physical demands are also quite great on the instructor in that constant outdoor work necessitates physical interaction and cooperation with the students; I don't know whether this is a strength or weakness with the program, however.

We keep parents informed of our students' progress, and feedback has been quite rewarding and appreciative.

We managed to place the course in a traditional schedule by utilizing one hour of physical education time and one hour of biology time "back to back"; this was only possible through the efforts of the administration. This type of cooperation is not always possible.

One weakness of teaching this course is that there is no text or lab guide available. Neil McCormack (my team teaching partner) and I are attempting to remedy this problem; we will be putting one together in the near future.

I should mention that although the class requires physical exertion, meticulous safety precautions, constant research and continual re-evaluation, it is one of the most enjoyable courses I have taught--surely a rejuvenating experience each time.

General Comments

We do *not* allow this course to become an outdoor education course--just "fun and games" outside. We hold students responsible for analytical laboratory work as well as constant introspection of their values. Although we have not statistically evaluated their positive value development, by observation we can hypothesize that this has occurred; it has been most rewarding.

OUTDOOR ENVIRONMENTAL UNIT

Submitted by: Mark Giese

School: Prairie and Buchanan, Olathe, KS 66061

Summary

Outdoor Environmental Living is a nine-week course which emphasizes skills related to camping and backpacking. Students learn first aid skills, survival techniques, camping skills, map reading, selection and care of equipment and outdoor ecology.

Much of the course is taught in the classroom setting, although community resources and field trips are utilized as much as possible.

Outline

I. Week 1 and 2	First aid skills
II. Week 3	Survival techniques
III. Week 4	Tracks and traces
IV. Week 5	Setting up camp
V. Week 6	Outdoor skills and crafts
VI. Week 7	Map reading and compass orientation
VII. Week 8	Purchase, selection, care of equipment
VIII. Week 9	Ecology of the outdoor and basic climbing

Description

The theme of Olathe High School's Outdoor Environmental Living course is to emphasize skills related to camping and backpacking.

The physical situation at the high school is far from ideal for a class such as this, and much of the course is in the classroom setting. However, an open field area of approximately three acres is used in learning most of the practical skills. A large city park several blocks from the high school serves as our obstacle course for compass work.

Several field trips have been taken and an overnight float trip is planned. The use of community people can be easily expanded. Local sporting goods and backpack and portage shops are more than happy to bring and demonstrate or share quality equipment.

The course adapts easily to coeducational methods and is taught this way at our school. It is recommended that a unit such as this be scheduled first or last hour to give the students added time if necessary.

The cost is about $100 for equipment per student.

A list of the behavorial objectives of the course follows:

1. The student will be able to identify and name 30 selected major bones of the body.
2. The student will be able to describe the different types of fractures and first aid for each type.
3. The student will be able to describe shock, asphyxiation, apoplexy and first aid for each.
4. The student will be able to differentiate between arterial and venous bleeding and identify first aid for each.
5. The student will be able to differentiate among a fracture, dislocation, sprain, strain, contusion and the first aid for each.
6. The student will make a small first aid kit suitable for backpacking.
7. The student will be able to perform mouth-to-mouth resuscitation on a Recess-Ann.
8. The student will be able to define first aid and the Good Samaritan Act.
9. The student will be able to describe how to extract water from the earth as well as make a solar still.
10. The student will be able to prepare two styles of dead falls; the figure-four and the string-pull type.
11. The student will be able to construct a survival kit and include items necessary.
12. The student will bring to class five edible plants or nuts found in his/her particular region and describe the food value of each.
13. The student will be able to make fire using flint and steel, bow and lens.
14. The student will be able to describe and list at least five factors which must be considered before embarking on a backpacking or camping journey (weather, personal endurance, etc.).
15. The student will be able to describe two methods of constructing a shelter for warmth using materials from nature (lean-to, bough bed, etc.)
16. The student will be able to identify, from drawings, five common animal tracks.
17. The student will be able to make plastic cast negatives (convex) of at least one animal track and then make a plastic concave print.
18. The student will be able to describe how to leave a trail by using bits of cloth.
19. The student will be able to describe the best areas to set up camp and several areas that are not desirable.
20. The student will be able to describe the proper method of disposing of human waste.
21. The student will be able to describe at least two styles of camp fires and how to cook at different levels over each fire.

22. The student will be able to make and prepare bread on a stick using a spit and a Bisquick dough batter.
23. The student will be able to make at least three of the items listed below:
    a. buttons from either leather or nuts
    b. catalyic heater using a roll of toilet tissue and a tin can
    c. sunglasses to prevent snow blindness
    d. eating utensils or containers made from natural wood or bark
    e. carved fish hooks from twigs
24. The student will be able to describe the first types of compasses and at least two styles presently in use.
25. The student will be able to name the four cardinal points and approximate a direction from a given degree.
26. The student will be able to follow from point to point using given degrees and given a map with five degrees.
27. The student will be able to design a five point compass course in the field giving degrees and distance. The course will consist of a starting point, five other points and a finish.
28. The student will be able to follow a point-to-point compass course designed by the instructor using given degrees and distance.
29. The student will be able to give at least four desirable features of the following equipment:
    a. pack and frame
    b. sleeping bag
    c. hiking boots
    d. portable camp stove
    e. outdoor wearing gear
    f. tents
30. The student will be able to list and describe five styles of tents.
31. The student will be able to list and differentiate among five styles of knives.
32. The student will be able to list 10 reputable manufacturers of camping gear or equipment.
33. The student will be able to complete a 300-500 word paper discussing the ecology of the outdoors and its relation to camping.
34. The student will participate in one overnight camp-out, cooking at least two meals and completing a project related to camping.
35. The student will be able to describe the functions of a piton and karabiner and climb a surface of at least 20 feet.

RECREATION/LIFETIME ACTIVITIES PROGRAMS

SENIOR COED ELECTIVE PHYSICAL EDUCATION

Submitted by: B. Cothren and T. Bovard

School: Tri-Valley High School, Ellsworth, IL 61737

Summary

An elective program of lifetime activities, held in two to three week units, is offered senior students. The program emphasizes cooperation, enjoyment and participation in recreational activities. Skill attainment is not stressed; however, teachers will offer advice and assistance to any student requesting it. Students are primarily responsible for the organization of activities, teams, rules and other administrative details.

Outline

I. Elective corecreational program
   A. 2-3 week units
      1. Sports and skills
      2. Recreational games
      3. Outdoor education
      4. Fitness activities

II. Activities
   A. Tennis
   B. Badminton
   C. Outdoor volleyball
   D. Trap shooting
   E. Party games and cards

F. Table tennis
G. Basketball (Coed and recreational)
H. Weight training—slim and trim—yoga
I. Paddle ball
J. Gymnastics
K. Orienteering and outdoor camp cooking
L. Golf
M. Cross-country
N. Novelty track and field relays
O. Independent recreation
P. Bowling
Q. Swimming
R. Roller skating
S. Wiffle ball

Description

The program is scheduled the last hour of the school day to allow for travel time and the use of recreational facilities in neighboring areas. Students organize and participate in recreational pursuits of their choosing. Satisfactory participation is based on cooperation, sportsmanship, team play (when appropriate) and dress. Some recreational facilities used include the town swimming pool and ice skating rink, golf course, and lake area.

Conditions Specific to Program

The program involves the use of a state lake and town for orienteering, adjacent farmland to school for trap shooting, an outdoor ice skating rink, and a tennis court in a neighboring town.

The program is a team taught situation by the boys and girls physical education teachers for that period. Fortunately all our 12th grade physical education classes are scheduled the same hour of the day. Cost is shared by students and the physical education budget.

Evaluation

The coeducational program stimulates cooperation among students and develops positive attitudes toward recreational activities. An outgrowth of the program was an adult coed class during the winter which opened the facilities of the school to the community.

UNISEX PHYSICAL EDUCATION FOR SENIORS

Submitted by: Prudence Penney

School: Plantation High School, 6901 NW 16th Street
Fort Lauderdale, FL 33313

Summary

Seniors at Plantation High School may elect a coeducation, elective course emphasizing lifetime leisure activities. The course is designed especially for the active young adult wishing to gain knowledge and skill in recreational leisure games. Some activities offered include risk activities such as: bicycling on the track, gymnastics, scuba diving, roller skating, deep sea fishing, snorkling and lifetime activities such as: bowling, golf, tennis, badminton, archery and weight training. The class load is 60 with one female and one male instructor. Grading is based on daily participation, knowledge, and skill development through contract teaching.

Description

The course is designed especially for the active young adult wishing to learn recreational leisure time games. The activities will include risk activities and lifetime sports and will be introduced and graded on a contract teaching basis. Seniors may choose the special physical education program on an elective basis after they have completed two years of physical education.

Boys and girls will wear the same uniform, a red or blue T-shirt with SENIOR '75 on the front which the school will purchase from the book store and white shorts which can be purchased at local sporting goods shops.

Activities: R = Risk

1. Bowling
2. Golf
3. Tennis
4. Paddle Tennis
5. Bicycling on Tract
6. Gymnastics
7. Table Tennis
8. Small Craft Operation (R)
9. Sailing
10. Water skiing (R)
11. Skish
12. Outdoor Camping
13. Fly fishing
14. Scuba diving (R)
15. Badminton
16. Roller skating (R)
17. Weight training
18. Archery
19. Self-defense (unarmed) (R)
20. Deep sea fishing (R)
21. Snorkling (R)

Class Load: Class load is set at 60 students (30 boys and 30 girls) with a male and female instructor.

Grading: Grading is based on daily participation, knowledge, and skill development through contract teaching.

Note: A good example of contract teaching can be found in the following articles:

Physical Education Newsletter October 15, 1972
April 15, 1973
April 15, 1974

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TEACHER AID PROGRAMS

PHYSICAL EDUCATION PERFORMANCE OBJECTIVES BANK

Submitted by: Mary Anne Whited and Patricia E. Barry

School: Montgomery County Public Schools, 850 Hungerford Drive, Rockville MD 20850

Summary

Educators and students are constantly searching for a common channel of communication which can be interpreted and understood by all those involved. Before this can be accomplished, basic philosophies, goals, ideas, needs and procedures must be identified. It was with these ideas in mind that the Physical Education Performance Objectives Bank for secondary school students was developed.

These functional statements of objectives should enable the teacher to develop units, construct curricula, create criteria tests, select teacher aids and select instructional activities. Purpose of the Bank is to help select objectives which will develop units of instruction adaptable to students, facilities and time allocations as well as to provide open lines of communication between teachers and students (parents and administrators) in regard to objectives and evaluation of each unit. It serves as a resource from which a teacher can add or delete objectives based on the needs of the program and/or individual students. Specifically, the purpose is to identify the direction and level of learning to the pupil and teacher.

Outline

The Bank includes the following:

I. Introduction
   A. Description of how the cards are used in the Bank

II. Rationale
   A. The effects the learning concepts of measurements, motivation, instruction, and practice have upon the methods and techniques of teaching

III. Classifications
   A. Listing of units, levels, color code and description of performance objectives, assessment task, criteria for student evaluation

IV. Measurement techniques
   A. Listing for psychomotor, cognitive and affective areas

V. Unit
   A. Listing of the psychomotor skills, cognitive skills, affective skills, and bibliography for basketball, fencing, field hockey, golf, balance beam, floor exercise, tumbling, uneven bars, vaulting, lacrosse, tennis, track and field, and volleyball.

Description

The Bank was designed with an adaptable and expandable philosophy. It is hoped that teachers will alter any objectives that do not apply to their specific teaching situations or philosophies. The Bank was not intended to serve as a curriculum guide or a program of instruction and should not be substituted as such. No hierarchy of skills is being suggested by the authors.

The Bank is divided into sections and color coded. An explanation of the code and sequence follows–

White – information (introduction, information, references, rationale)
Yellow – psychomotor domain objectives
Blue – cognitive domain objectives
Pink – affective domain objectives
Green – measurement techniques

Psychomotor–Each yellow card in a unit has a specific physical performance objective stated in terminal form to indicate motor skills. Below the objectives are specific points of emphasis in relation to form (emphasized at the beginning level of learning) and results (emphasized at the intermediate and advanced levels of learning) to be utilized in evaluating the performance objective of that card.

Cognitive–Each blue card in a unit is stated in terminal form relating to factual knowledge strategies, understandings and processes of the sport. These are relative to the levels of learning: knowledge, application, synthesis, evaluation.

Affective–The set of pink cards deals with four areas of the affective domain, emphasizes feelings, emotions and methods of adjustment. Due to

the nature of this domain, more specific performance objectives have been avoided. Each teacher is encouraged to develop her own specific objectives and desired responses.

Bibliography–The white cards list only a few suggested references (books, guides, charts, filmstrips, films, film loops) and are not intended to be a complete bibliography.

Measurement Technique–The green cards in each unit present suggested evaluative material for the three learning domains–psychomotor, cognitive and affective.

Evaluation

The authors found the use of performance objectives could be facilitated by placing them in a card file Bank from which additions or deletions could be made by each teacher. In 1971-72 the Bank, with four units, was used at two schools by the authors. One school, Tilden Junior High, has been committed to the behavioral objectives approach in all subjects since 1969-70. The other, Wheaton High School, does not emphasize this method. At Tilden all students in physical education were taught using the performance objectives while at Wheaton one teacher used it in selected units graded with both the traditional and contract method. Student teachers at Wheaton were also encouraged to use the Bank in their teaching.

The Bank, in 1972-73, was evaluated by a group of physical education teachers of Montgomery County Public Schools of Maryland as a pilot project. The authors also presented the Bank and possible applications to the National Conference on Secondary School Physical Education in December 1972. During the spring of 1973 the Bank was approved by the Montgomery County Council of Instruction for expansion and publication.

The summer of 1973, the Bank was expanded to include 13 units and in the spring of 1974 was approved for publication by the Board of Education. The potential uses and benefits of this bank will ultimately be decided by teachers using it. Individualized instruction, programmed instruction and contract grading are just a few of the limitless alterations and adaptations that might be utilized with this Performance Objectives Bank.

General Comments

Copies and cost information may be obtained by writing to:

Barbara Riley
Supervisor of Physical Education
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

COMPETENCY PACKAGES (COMPACS)

Institution: Florida Department of Education
Bureau Curriculum and Personnel Development
Tallahassee, FL 32304

Summary

Project COPE presents a series of 10 clusters containing 44 COMPACS (Competency Packages) produced for the Florida Department of Education under a contract administered through the Florida Education Research and Development Program, contract 740-167. The project was devised to meet some of the instructional, assessment and organizational needs of physical education teachers in the middle/junior and senior high schools in Florida. (For example, the COMPACS are an excellent resource and a viable tool for staffs to use as they strive to comply with state accreditation and assessment standards.) Sequential programs for all students that permit progression through activities are also important and these materials can assist in program development. These 44 COMPACS are not all of the possible instructional choices available in physical education but provide representative selections from the discipline.

The COPE documents were prepared by a consortium of writers and consultants employed by the Duval County Board of Public Instruction from the Florida State University, the University of North Florida, Duval County, and the state at large during the summer of 1974. All materials were reviewed for comprehensiveness and communicability by Florida public school teachers during the summer and fall of 1974.

Outline

Organization

Clusters (Arrangement of 44 COMPACS)

I. The Body

II. Physical Development and Conditioning

III. Lifetime Sports

IV. Team Games

V. Gymnastics

VI. Track and Field

VII. Movement and Dance Concepts

VIII. Aquatics

IX. Recreational Games

X. Combatives

These clusters are not meant to dictate the entire nature of the activity and it is possible that many COMPACS are able to be interchanged from one cluster to another. (Example: Fencing may be used as a lifetime sport or as a combative.)

Description

Each COMPAC contains:

1. An introductory overview of the activity and a list of related state accreditation standards.
2. A scope and sequence chart that provides a continuum of numbered objectives with an indication of the level (beginner, intermediate, advanced) and the learning domain (motor, cognitive, affective) for each.
3. The objectives with suggested performance criteria for meeting each objective and with tips for teachers that suggest ways of helping students meet the criteria.
4. Comprehensive tests which can be used for measuring terminal performance after the completion of the COMPAC, for measuring entrance ability for placement on the COMPAC continuum, or for exemption or credit by examination. These tests can be given over a series of testing periods or during one testing session depending on the instructional strategy. (Keys are provided for all tests.)
5. A list of Enabling Activities that suggest ways to meet the goals of the entire COMPAC.
6. Suggested references for books, periodicals and media materials.
7. Suggested forms for recording accomplishment so that the progress of each student can be tracked, performance of each class can be recorded, and assessment/accreditation data can be computed.

Evaluation

The sequences of objectives as well as all criteria can be modified to meet varying situations and standards. Compliance with any given objective may or may not mean complete fulfillment of the identified related standards. Each level (beginning, intermediate, advanced) may also have separate criteria (basic, standard, merit) so that teachers can choose levels of performance appropriate for their students.

General Comments

Clusters can be purchased from: Panhandle Area Educational Cooperative, P.O. Drawer 190, Chipley, FL 32428.

PROJECT COPE
(Curriculum Objectives for Physical Education)

Secondary		Price
COPE:	Introductory Manual	.55
CLUSTERS I & II:	I. The Body II. Physical Development & Conditioning	3.60
CLUSTER III:	Lifetime Sports	4.10
CLUSTER IV:	Team Games	2.90
CLUSTER V:	Gymnastics	4.75
CLUSTER VI:	Track and Field	2.85
CLUSTER VII:	Movement and Dance Concepts	3.10
CLUSTER VIII:	Aquatics	2.25
CLUSTER IX & X:	IX. Recreational Sports X. Combatives	2.25
		$26.35

EISENHOWER TRACK & FIELD GRADE CARD

NAME: _____ HR. _____ INST. _____

GRADE SCORES

EVENTS	5	4	3	2	1	GRADE
110yd. L.H.	14.5 - 15.0	15.1 - 15.5	15.6 - 16.4	16.5 - 17.5	17.6 Above	
100 DASH	11.0 - 11.5	11.6 - 12.0	12.1 - 13.5	13.6 - 14.6	14.7 Above	
440	1:00.0 1:04.0	1:04.1 1:06.3	1:06.4 1:12.0	1:12.1 1:20.0	1:20.1 Above	
LONG JUMP	17' - 0" 16' - 0"	15' - 11" 14' - 0"	13' - 11" 11' - 0"	10' - 11" 9' - 0"	8' - 11" Below	
HIGH JUMP	5'0" - 4'6"	4'5" - 4'0"	3'11" - 3'6"	3'5" - 3'0"	2'11"-Below	
SHOT 7	40' - 35'	34' - 31'	30' - 25'	24' - 20'	19' Below	
SHOT 8	45' - 40"	39' - 35'	34' - 30'	29' - 25'	24' Below	
DISCUS 7	95' - 90'	89' - 85'	84' - 70'	69' - 55'	54' Below	
DISCUS 8	100' - 95'	94' -90'	89' - 75'	74' - 65'	64' Below	
					TOTALS	
					÷ 7	
					GRADE	

MIDDLE SCHOOL
PHYSICAL EDUCATION DEPARTMENT

BOYS PHYSICAL FITNESS CHART

NAME:
HOMEROOM

6th GRADE

TEST ITEMS	PRESIDENTIAL AWARD 10	11	12	PHYSICALLY FIT	GOOD	SATISFACTORY	POOR	TEST #1 SCORE	TEST #1 RATING	TEST #2 SCORE	TEST #2 RATING
600	2:12	2:08	2:02	2:10–2:15	2:16–2:25	2:26–2:33	2:34+				
PUSH UPS				20–16	15–11	10–6	5				
PULL UPS	6	6	6	6–5	4–3	2–1	0				
SIT UPS	100	100	100	65–50	49–35	34–25	24				
SHUTTLE RUN 30'	10.4	10.3	10.0	10.2–10.3	10.4–10.8	10.9–11.2	11.3				
STANDING B JUMP	5'–8"	5'–10"	6'–2"	5'-9"–5'-8"	5'-7"–5'-3"	5'-2"–4'-11"	4'-10"				
50 Yard DASH	7.4	7.4	7.0	7.5–7.6	7.7–7.8	7.9–8.0	8.1				
SOFTBALL THROW	122'	136'	150'	135'–130'	129'–116'	115'–106'	105'				

7th GRADE

TEST ITEMS	PRESIDENTIAL AWARD 11	12	13	PHYSICALLY FIT	GOOD	SATISFACTORY	POOR	TEST #1 SCORE	TEST #1 RATING	TEST #2 SCORE	TEST #2 RATING
600	2:08	2:02	1:53	2:06–2:11	2:12–2:20	2:21–2:26	2:27+				
PUSH UPS				25–20	19–15	14–10	9				
PULL UPS	6	6	8	6–5	4–3	2–1	0				
SIT UPS	100	100	100	70–55	54–40	39–30	29				
SHUTTLE RUN 30'	10.3	10.0	9.9	10.1–10.2	10.3–10.8	10.9–11.0	11.1				
STANDING B JUMP	5'-10"	6'-2"	6'-9"	6'-1"–5'-11"	5'-10"–5'-8"	5'-7"–5'-5"	5'-4"				
50 Yard DASH	7.4	7.0	6.9	7.1–7.2	7.3–7.5	7.6–7.9	8.0				
SOFTBALL THROW	136'	150'	175'	149'–145'	144'–130'	129'–116'	115'				

8th GRADE

TEST ITEMS	PRESIDENTIAL AWARD 12	13	14	PHYSICALLY FIT	GOOD	SATISFACTORY	POOR	TEST #1 SCORE	TEST #1 RATING	TEST #2 SCORE	TEST #2 RATING
600	2:02	1:53	1:46	2:00–1:55	1:56–2:05	2:06–2:14	2:15+				
PUSH UPS				30–25	24–20	19–15	14				
PULL UPS	6	8	10	7–6	5–4	3–2	1				
SIT UPS	100	100	100	75–60	59–54	44–35	34				
SHUTTLE RUN 30'	10.0	9.9	9.6	9.7–9.8	9.9–10.0	10.1–10.4	10.5				
STANDING B JUMP	6'-2"	6'-9"	7'-3"	6'-8"–6'-5"	6'-4"–6'-0"	5'-11"–5'-7"	5'-6"				
50 Yard DASH	7.0	6.9	6.6	7.0–7.1	7.2–7.4	7.5–7.8	7.9				
SOFTBALL THROW	150'	175'	187'	174'–165'	164'–150'	149'–130'	129'				

8802737

EISENHOWER BOYS PHYSICAL EDUCATION DEPT.

GYMNASTICS CHART

NAME:

FLOOR EXERCISE	
Frt. Scale	FE-1
Squat to Tip-Up	
Head Stand	
Fwd. Roll to Toe Touch	
Side Scale	FE-2
Handstand Roll to L	
V-Sit	
Straddle Stand	FE-3
Chest Dwn./Frt. Lean Rest	
Squat to Bk. Lean Rest	
Side Scale	FE-4
Sgl. Lg. Circle Vault to Sit	
Bk. Roll to Knees Cour. Jump	
4 Point Scale	FE-5
2 Leg Kick to Bk. Stand Turn	
Straight Leg Back Sit	
Bk. Extension Chest Down	
ROUTINE	

RINGS	
Inverted Hang	R-1
Piked Inverted Hang	
Skin the Cat	
Birds Nest	
Single Leg Cut	
Rear Swing Dismount	
Dislocate	R-2
Dbl. Leg Cut Dismount	
False Grip Pulled to Pike	
Inverted Hang	R-3
Forward Roll	
Inlocate	
Tuck Fly Away	
Muscle Up	R-4
Back Kip	
Back Uprise	
Straddle Dismount	
Back Lever	
ROUTINE	

SIDE HORSE	
Squat Vault	LHV-1
Flank Vault	
Rear Vault	
Straddle Vault	
Thief Vault	
Frt. Rear Stride Supps.	SH-1
Single Leg Cut ½ Circle	
Alternates	
Inside Leg Circle	SH-2
Single Leg Circle	
Simple Travel	
Right Feint Sgl. Rear Dis.	
Single Leg Cut to Front	
Scissors to Stride Support	
Front Scissors	SH-3
Rear Scissors	
Double Leg Circle	
Back in Mount	
Loop & Loop Mount	
Baby Moore	
ROUTINE	

TRAMPOLINE	
Seat Knee Frt. Combination	
Seat Frt. Feet Combination	
Frt. Bk. Feet Combination	
Swivel Hips	
Cradle	
½ Turntable	
Full Turntable	
Knee Drop Somersault	
Front Somersault	
Back Pull Over	
Back Somersault	
Barani	
Frt. Somersault Full Twist	
Front 1-¼ Somersault	
Cody	
ROUTINE	

PARALLEL BARS	
Upper Arm Support & Swing	
Front Support Swing	PB-1
Hand Travel	
Straddle Seat Travel	
Corkscrew Mount	PB-2
Dip/Swing	
Fwd. Roll to Straddle Seat	
Frt. Dismount	
Upperarm Straddle Mt.	PB-3
Bk. Roll to Straddle Seat	
Front Support Turn	
Rear Dismount	
Front Uprise	PB-4
Shoulder Stand	
Flank Vault Dismount	
Back Uprise	PB-5
Swing to Shoulder Stand	
Top Kip	
Shoulder Stand Dismount	
Single Leg Cut On	PB-6
Double Leg Cut On	
Straddle Leg Cut Off	
ROUTINE	

HORIZONTAL BAR	
Single Knee Upswing	HB-1
Single Leg Circle Forward	
Single Leg Circle Backward	
Single Leg Cut	
Drop Cast Swing Rear Dis.	
Front Pullover	HB-2
Forward Hip Circle	
Backward Hip Circle	
Drop Cast Forward Dismount	
Cast	HB-3
Back Uprise	
Baby Fly Away	
Kip	HB-4
½ Giant	
½ Twist Dismount	
ROUTINE	

100

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